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ABSTRACT

This guide outlines the Manitoban Department of Education's conversational French-as-a-second-language curriculum for second grade. The program is designed to introduce young children to the French language and culture through the learning of French sounds, vocabulary, and some sentence patterns. An introductory section explains the program's format, charts specific grade-level goals and objectives for grades K-3, and provides suggestions about the psychology and methodology to be used in the classroom, notes on preliminary preparation for teaching, techniques for teaching a song, comptine, or game, a list of suggested supplementary materials, and a sample lesson. Subsequent sections outline the curriculum's thematic content for each month and provide instructional materials, activities, and visual aids for each theme. (MSE)

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ED301065

"Pour nos petits Manitobains"

Exposure package for

Grade 2

Basic/Conversational French Program

MANITOBA

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Province du Manitoba

Ministère de l'Éducation

Bureau de l'Éducation française

Revisé 1987

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"POUR NOS PETITS MANITOBAINS"

Exposure package for
Grade 2
Conversational French Program

Province du Manitoba
Education Manitoba
Bureau de l'éducation française

Révisé 1987

AVANT PROPOS

Ce document, *Pour nos petits Manitobains*, est une "formule de sensibilisation" élaborée par le Bureau de l'éducation française pour les écoles qui souhaitent offrir le français, comme langue seconde, non-immersion de la maternelle à la 3e année inclusivement.

Nous désirons remercier les membres du comité qui ont participé à la réalisation de ce projet. Leur collaboration et celle de leur division scolaire ont été beaucoup appréciées par le Bureau de l'éducation française.

Nous gardons l'espoir que ce document pourra faciliter la tâche des professeurs au niveau primaire.

Gilbert Rosset
Directeur du développement et
de l'implantation des
programmes

Guy L. Roy
Sous-ministre adjoint

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* property of the school and should not *
* be removed by the teacher if he or she *
* leaves the school. *
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Mme Claire Nunn	Transcona-Springfield S.D. #12
Mlle Dolorès Hébert	French Consultant, B.E.F.
Mlle Penny McKinlay	S.T.E.P. student
Mlle Louise Dureault	Secretary, B.E.F.

A special word of thanks is extended to the Carlton Board of Education in Ottawa for granting us permission to use some of their ideas especially songs, "comptines", and "contes". A thank you is also extended to the St. James Assiniboia School Division for many of their ideas.

Attempts have been made to locate the original sources of the material included in this program. We apologize for any omission of recognition and we encourage you to contact us to rectify this error.

FORMAT OF THE PROGRAMME

Each month of the year is a unit in itself. The unit consists of various themes appropriate for that month. The units and themes are the same for the three grades: K + 1, 2 and 3.

Enough material has been included in this programme so that teachers may "pick and choose" the activities that provide maximum benefit to the class.

Many games, activities and songs which have been included in the first half of this programme, should be repeated during the year. Children at this age level enjoy repeating their favorite song or game.

The "comptines", "chansons" and "contes" have been taped separately for classroom use. 📼 If you wish to obtain copies, send three blank cassettes (2 of 30 minutes and 1 of 45 minutes) per grade level to the DREF, 200 avenue de la Cathédrale. Please specify the grade level.

The time alloted to French is another important consideration. The programme is flexible enough to meet the needs of those who have daily classes as well as those who have a sporadic timetable. It is recommended that kindergarten receive no less than 15 minutes per day, and that grades 1-3 inclusively receive 20 minutes per day.

> Teachers are reminded that this programme is an exposure to French and is meant to be a pleasurable experience. If the teacher enjoys the programme so will the student.

GOALS AND OBJECTIVES

Pour nos petits Manitobains is the new primary "exposure package". It is intended for English-speaking children who receive French as a second language from kindergarten to grade 3 in a non-immersion context. It is meant to be a pleasurable exposure to the French language.

THE AIMS OF THIS FRENCH PROGRAMME ARE TO:

1. expose the child to the French language,
2. foster a positive attitude toward French and,
3. develop an awareness of French culture.

At the primary level, contact with the French language should be a happy learning experience for the child. It is by means of songs, "comptines", games, stories, and various activities that a positive attitude towards the French language and its culture will be fostered. This programme will introduce the child to French sounds, vocabulary and some sentences patterns. Global comprehension is sought for many of the activities provided in Pour nos petits Manitobains.

The purpose of early introduction to French is to encourage a favorable attitude and to expose the child to the sound system of the language through interesting and pleasurable activities. Complex linguistic skills such as reading, and writing should not be introduced at this level. Although the children are encouraged to imitate the sounds they hear in their activities, songs, and comptines, there is no emphasis on the acquisition of structures or vocabulary beyond a basic minimum. Some children, however, will spontaneously adopt certain expressions. There will be ample time and opportunity to master these elements at a more advanced level of French study.

The teacher may need to pronounce the vocabulary and structures in context several times before the child may feel confortable enough to repeat or respond. This is natural. The child needs some time to listen and absorb the meaning of what has been presented. Note that: 1) Visual aids will speed comprehension. 2) Physical gestures, actions and facial expressions are very important and must be part of the teacher's presentation. 3) The more students participate physically, the greater their comprehension and retention of the material.

URGENT! URGENT! URGENT!

This programme may at first glance appear voluminous and frightening to the teacher who is using it for the first time. In order to dispel this apprehension, we wish to emphasize that the actual vocabulary and structures introduced to the students at this level are extremely minimal. The following is a resumé of the limited vocabulary, structures and verbs which you will be presenting in the themes of the monthly units.

N.B.: Remember it is up to you, the teacher to select the appropriate monthly activities for your class. It is QUALITY that counts **not** QUANTITY.

Grades 1-3

Examples: Structures

- Quel âge as-tu? J'ai 8 ans.
- Il y a...
- C'est le/un... C'est la/une... Qu'est-ce que c'est?
- Comment vas-tu? Comment allez-vous? Ça va?
- Je vais très bien.
- Que porte Maman? Qu'est-ce qu'il (elle) (tu) porte(s)?
- Quel temps fait-il? Il fait soleil, etc.
- Comment t'appelles-tu? Comment s'appelle-t-il(elle)?
- Montre-moi...

Remember that speaking French is not just answering questions, but also learning to ASK questions.

See the following page for a more detailed list of concepts structures and skills.

Here are some classroom expressions which should be used in context right from initial exposure to French:

- vite, dépêche-toi, dépêchez-vous
- montre(z)-moi
- pardon
- merci/de rien
- s'il vous plaît
- attention
- levez-vous/lève-toi
- levez la main
- absent(e), présent(e)
- écoutez
- regardez
- comptez
- répétez
- mettez-vous en rang/en cercle
- etc...

KINDERGARTEN/GRADE 1

All these concepts, vocabulary and structures are integrated in the monthly units, and are to be taught in context.

These lists are provided to indicate that the exposure to French at this level is very limited. If, however, the teacher feels that his/her class is capable and desirous of doing more, he/she is encouraged to do so.

CONCEPT	SKILLS	CONTENT
Greetings	- understand, pronounce and answer questions	EXAMPLES: M., Mme, Mlle Bonjour, au revoir Comment allez-vous? Ça va? Très bien, merci. Excusez-moi; s'il vous plaît.
Weather	- understand, pronounce	Quel temps fait-il? Il fait chaud. Il fait froid.
Colors	- recognize, pronouce	rouge, jaune, bleu, blanc, vert, orange, noir.
Numbers	- recognize, pronounce	1-10
Family members	- recognize, pronounce	maman, le garçon, la fille. Qui est-ce?
Fruits	- recognize, pronounce - use with proper gender	la pomme, l'orange, la banane
Vegetables	- recognize, pronounce - use with proper gender	la citrouille, la carotte, la pomme de terre.
Clothing	- recognize, pronounce - use with proper gender	la robe, le pantalon, la chemise, le chandail, la tuque, les bottes, le chapeau. Qui porte une robe rouge? Est-ce que c'est...?

KINDERGARTEN/GRADE 1 (cont'd)

CONCEPT	SKILLS	CONTENT
Body parts	- recognize, pronounce	les cheveux, les oreilles, les yeux, le nez, la bouche, la tête.
Animals, pets	- recognize, pronounce	le chat, le chien, le lapin, le poussin.
Hallowe'en	- recognize, pronounce	la citrouille, le bonbon, le chat noir.
Christmas	- recognize, pronounce	le Père Noël, la boule, l'arbre de Noël, l'étoile, Joyeux Noël, les cadeaux.
Days of the week	- recognize, pronounce	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
Easter	- recognize, pronounce	le panier, le lapin, les oeufs, le chocolat, le poussin, le canard, Joyeuses Pâques
Sentences	- use known vocabulary with "Voici, voilà"	Voici la chaise, etc.
Classroom vocabulary	- aural comprehension	la table, le pupitre, la chaise, le crayon, le tableau, la brosse.

* Remember the article must always accompany the noun.

GRADE II

CONCEPT	SKILLS	CONTENT
Greetings	- understand, pronounce - differentiate between use of "tu" and "vous"	Examples: Comment vas-tu? Ça va? Ça va bien. Comme ci, comme ça. Bonjour, bonsoir.
Weather	- understand, pronounce - ask and answer questions	Quel temps fait-il? Il pleut. Il fait beau. Il neige. Il vente/Il fait du vent.
Colors	- answer question - recognize and pronounce	De quelle couleur est...? gris, rose, brun, violet.
Numbers	- recognize, pronounce	1-15
Family members	- recognize, pronounce - "Montre-moi", "Voilà"	le père, la mère, le grand-père, la grand-mère
Fruits	- recognize, pronounce - answer question: "Qu'est-ce que c'est?"	la poire, la pêche, la cerise, les raisins (grapes)
Vegetables	- recognize, pronounce - classify pictures into fruits and vegetables	la, les tomate(s) l', les oignon(s)
Clothing	- recognize, pronounce	la blouse, la jupe, le costume de neige, les mitaines, une écharpe.
Parts of the body	- recognize, pronounce - use with "Montre-moi", "Touche"	le dos, le cou, la main, la jambe, le pied, le doigt, la dent, le pouce

GRADE II (cont'd)

CONCEPT	SKILLS	CONTENT
Animals	- recognize, pronounce - be able to ask and answer questions	"Qu'est-ce que c'est? "C'est..." la souris, l'oiseau, le cheval, le poisson, la vache.
Hallowe'en	- recognize, pronounce - use with "C'est" and "Voici"	la sorcière, le fantôme, le clown.
Christmas	- recognize, pronounce	les jouets, la poupée, la canne, les lumières, le bonhomme de neige.
Easter		Pâques, les oeufs, le panier, le lapin
Classroom vocabulary	- recognize, prounounce - use with "C'est" and "Voici"	le bureau, la porte, la fenêtre, le stylo, la gomme â effacer, le papier.

GRADE III

CONCEPT	SKILLS	CONTENT
Greetings	- understand, pronounce - answer to "Comment vas-tu?"	Monsieur, Madame, Mademoiselle Bonne nuit. Je vais très bien.
Numbers	- recognize, pronounce	"Combien de... est-ce qu'il y a? Il y a + chiffres "J'ai..." (15-20)
Family	- be able to use in simple sentences "J'ai deux frères." - be able to use with question "combien de"	le frère, la soeur, la tante, l'oncle.
Time	- use with questions: "Quelle heure est-il?"	"Il est... heures." (on the hour only)
Âge	- to ask and answer: "Quel âge as-tu?"	"J'ai ... ans".
Hallowe'en	- identify and pronounce - use with "Voici" and "C'est"	un balai
Christmas		le traîneau, une guirlande, le renne, un ange.
Valentine		un coeur
Easter		review the vocabulary from grades 1-2
Parts of the body	- identify, pronounce	la joue, le menton, le front, une épaule, le genou
Pets and animals	- identify, pronounce	le zoo, le cirque, le cochon, l'éléphant, le lion, la poule.

GRADE III (cont'd)

CONCEPT	SKILLS	CONTENT
Colours	- use in simple sentences in conjunction with other concepts. eg. fruit, clothing	See grade 1 and 2
Clothing	- identify, pronounce	every day clothes (summer and winter clothes)
Weather	- ask and answer question	Quel temps fait-il? Il fait du vent? Il fait soleil?
Classroom expression	- aural comprehension	refer to grades 1-2, plus: le plancher, le mur, le plafond.

FILMS, SUPPLEMENTARY READERS, SUPPLEMENTARY SONGS, ETC.

The Direction des ressources éducatives françaises (DREF) has invaluable supplementary resources ex: films, books, records, kits, etc. for all teachers of French. These materials are available upon request by telephone. Delivery is made by divisional courier service or by mail.

DREF - 200 avenue de la Cathédrale, Wpg. MB R2H 0H7
Tél.: 945-8594

Books may be purchased at:

La Boutique du Livre
315, rue Kenny
Winnipeg, Man.
R2H 3E7 Tél.: 237-3395

Records may be purchased at:

La Maison du disque
175, rue Marion
Winnipeg, Man.
R2H 0T3 Tél.: 233-2169

PSYCHOLOGY AND METHODOLOGY

Remember that small children love:

- people who smile
- people who are patient
- people who care for them
- people who play with them

and that your positive attitude will be reflected through them.

A few facts and suggestions:

PSYCHOLOGY	METHODOLOGY
Children like their freedom.	Don't demand that they sit rigidly behind their desks for the duration of the period. Let them sit on the floor or on their chairs around you.
Five to seven year olds like to work as a group.	This will encourage all students, even the shy ones, to participate.
They possess great imagination.	Encourage this through dramatization.
They love to sing and play.	Sing with them even if you do not have an excellent voice. Songs and comptines are very important. They hold interest while helping to develop vocabulary.
They love to repeat.	The few structures presented, ex.: "Il y a", "Voilã" "C'est" , "Ce sont" should be presented clearly.
They like to touch; the concrete serves best.	Many varied visuals should be used, i.e.: flashcards, puppets, objects.
Ask anything of 5-7 year olds and it will be done.	Have fun with your students.

PRELIMINARY PREPARATION FOR TEACHING

It is preferable to begin teaching French after one week of classes. This one week should allow the regular teacher to prepare his/her daily routine and allow time to get acquainted with the students.

The French teacher should ask the classroom teacher to:

a) Have the pupils ready for the French class.

b) Group the pupils together. ex.: seated on a rug.

c) Have board space available.

d) Have wall space or bulletin board space available for a "French corner".

e) Give the French teacher a class list.

The French teacher should:

a) Prepare name tags which students could use.

b) Be punctual.

c) End each lesson with a pleasant and relaxed atmosphere.
ex.: reading a story, reciting a "comptine".

d) Have the pupils ready for the classroom teacher.

TEACHING A STORY

* - Please listen to the accompanying tape before presenting the story.
- Colour and mount the pictures on coloured construction paper.

1. Present key-words (vocabulary) by using the pictures in the story as flashcards (or other colourful pictures).

2. If the story is too long, divide it into 2 or 3 sections.

3. Tell the story with the help of pictures or mime. Pupils should understand the overall story. It is not necessary to know the exact meaning of each word. This should be a pleasant activity for the children.

4. Have the pupils hear the story 2 or 3 times. Use the tape or read it aloud.

* Additional project:

a) The stories in this programme can easily be made into individual booklets. Very young students may wish to just look at the pictures while older students could use them as supplementary readers. These can be used in a "reading corner" within the classroom or they may be taken home.

b) Stories could be recorded and available in "listening and interest centers".

How to make booklets:

1. Photocopy the pages in the story.
2. Colour the pictures (older students could do this).
3. Mount on coloured construction paper.
4. For durability, laminate (if possible).
5. To collate, punch one, two or three holes in each page.
6. Bind with coloured yarn, bright ribbons or rings. Your may wish to colour code each grade level.

e.g. Kindergarten/1: red ribbon
Grade 2: blue ribbon
Grade 3: green ribbon

TEACHING A SONG

* Please listen to the accompanying tape before presenting the song.

1. Tell the story of the song with the help of pictures or mime. Pupils should understand the overall story. It is not necessary to know the exact meaning of each word.
2. Have pupils hear the song 2 or 3 times. Use record, tape, or the teacher can sing it him/herself.
3. Have pupils hum melody. If pupils already know the melody this stage can be omitted.
4. Repetition (together and individual) stage by stage. If the song is long, divide it into 2 or 3 parts and have pupils repeat only the part being taught on that particular day.
5. Have pupils sing. Do not have pupils sing more than the parts already known (see #4).

   * When the students repeat, the teacher may mouth the words but should remain silent, so as to hear the students' pronunciation.

TEACHING A COMPTINE - NURSERY RHYMES OR VERSES

* Please listen to the accompanying tape before presenting the comptine.

1. Presentation: Present the verse once or twice with visual materials to aid comprehension.
2. Memory work: (if desired)

   a) Have pupils repeat first together then in smaller groups, each line after the teacher.

   b) Have pupils repeat together, then in smaller groups, entire verse

      i) after teacher
      ii) without teacher's help

3. Drama: While the pupils recite the verse together, 2 or 3 pupils may mimic or play act with or without visual aids.
4. Art: Have pupils illustrate the comptine.

TEACHING A GAME

1. Explain the rules very simply in English the first 2 times.
2. Show the pupils the necessary materials, if any, for the game.
3. Play the game once slowly using the pupils to demonstrate the different activities involved in the game.
4. Children with leadership abilities will be able to direct the game once the class as a whole has learned to play the game correctly.
5. If discipline becomes a problem, stop the game.
6. For maximum enjoyment, use a popular game often and adapt to specific themes.
7. If a game proves to be too difficult or the children are not enjoying it, omit it.

Variations to Choose Teams for Games

There are several ways that the teacher can vary the simple task of choosing sides for teams. One of the most common ways is to alternate counting. Students count off in order - 1,2,1,2 for two teams or 1,2,3,1,2,3 for three teams. This is a very quick method of choosing sides.

If the class has an equal or near-equal number of girls and boys, it is easy to have a girls' team and a boys' team. This type of competition is especially enjoyed by elementary students.

The arrangement of the classroom also can be adapted to choosing sides for games. Teams can be selected by rows, or divisions of the class into halves.

Instead of choosing a leader by arbitrarily pointing to someone in the room, use the winner of the last game. Or use a simple choosing verse to determine the leader.

1) Am, stram, gram
Pic et pic et colégram
Bour et bour et ratatam
Am, stram, gram.
Pic !

2) Une mine mane mo
Une fine fane fo
Maticaire et matico
Mets la main derrière le dos.

SAMPLE LESSON PLAN K-3

Suggestions for a 20 minute lesson

Parts of the lesson:

1. Warm-up
2. Review
3. Presentation
4. Closing activity

General suggestions and objectives

Warm-up

- puppets, weather, greetings, songs, comptines, games, poems, commands, dialogues

- creates a favorable atmosphere
- prepares the children psychologically for the lesson
- exploits a situation

Review

- songs, comptines, games known sentence structures dialogues, etc.

- reviews previously learned vocabulary and structures
- reinforces the child's confidence before the new lesson
- checks the weak points
- develops automatic responses

Presentation

a) study of a structure:

structural exercises, a dialogue, study of a comptine, a song, a game for reinforcement, manual work, etc...	- acquires linguistic material - develops audio-linguistic ability - develops audio-lingual automatic responses - develops the child's interest in artistic and cultural activities - motivates the child with real and possible transpositions

AND/OR

b) phonetics:

comptines, songs, repetition of sounds and isolated words, oral exercises, auditory discrimination games	- develops automatisms (oral/aural) by imitating a perfect model (teacher or tape) - reinforces structural or vocabulary sounds

AND/OR

c) directed conversation:

in the form of a game, dialogue with or without audio-visual aids	- develops audio-linguistic automatisms (responses)

Closing activity

- songs, rounds, comptines, story	- terminates the lesson on a pleasant note - reinforces that day's lesson - stimulates the child for future lessons

SEPTEMBRE

Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. L'accueil
2. La météo
3. Le calendrier
4. Les chiffres
5. Les couleurs

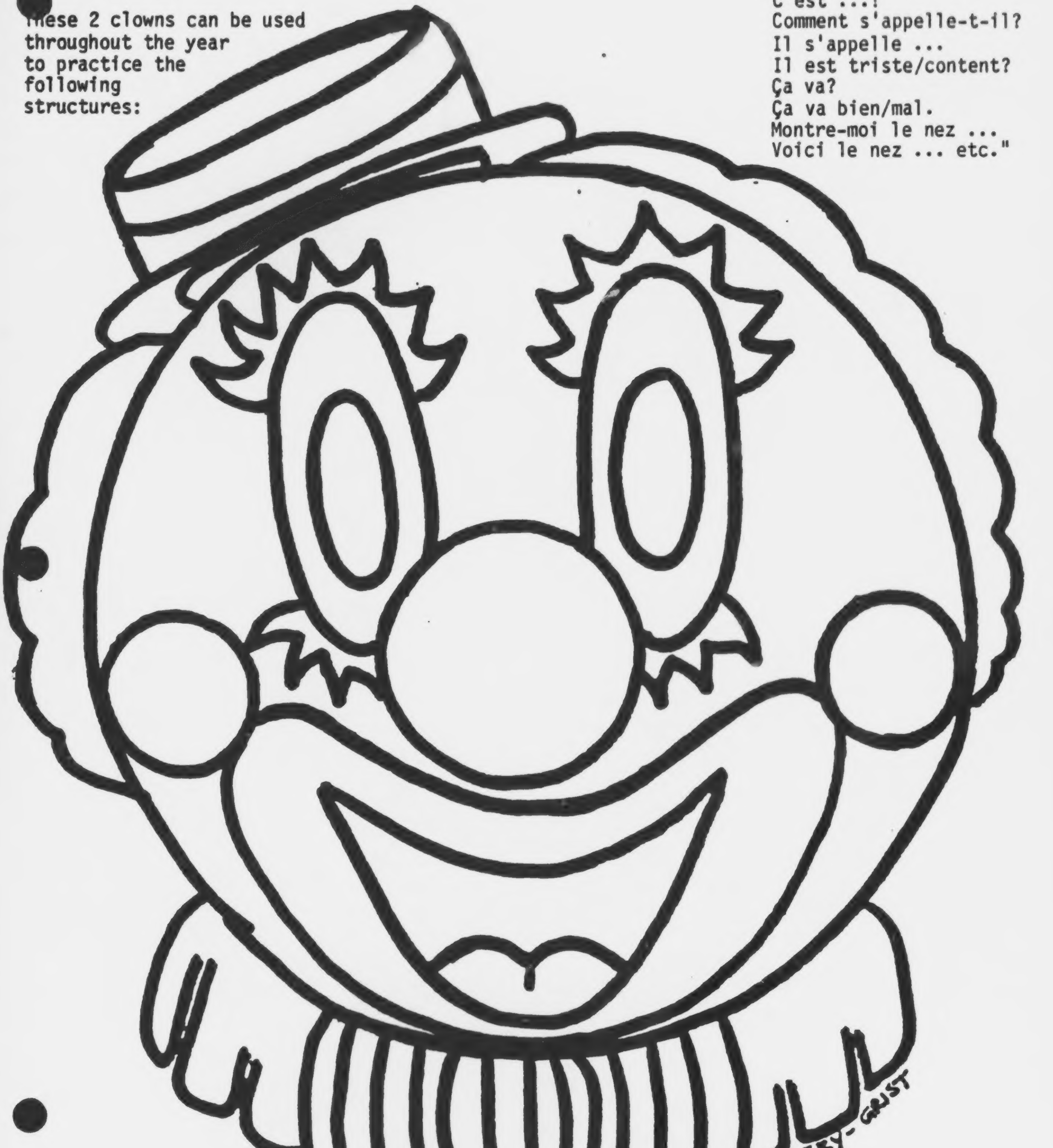
L'ACCUEIL

Bienvenue!

TO BE USED AS FLASHCARD

These 2 clowns can be used
throughout the year
to practice the
following
structures:

"Qui est-ce?
C'est ...!
Comment s'appelle-t-il?
Il s'appelle ...
Il est triste/content?
Ça va?
Ça va bien/mal.
Montre-moi le nez ...
Voici le nez ... etc."



Do NOT teach all of the
above at the same time.

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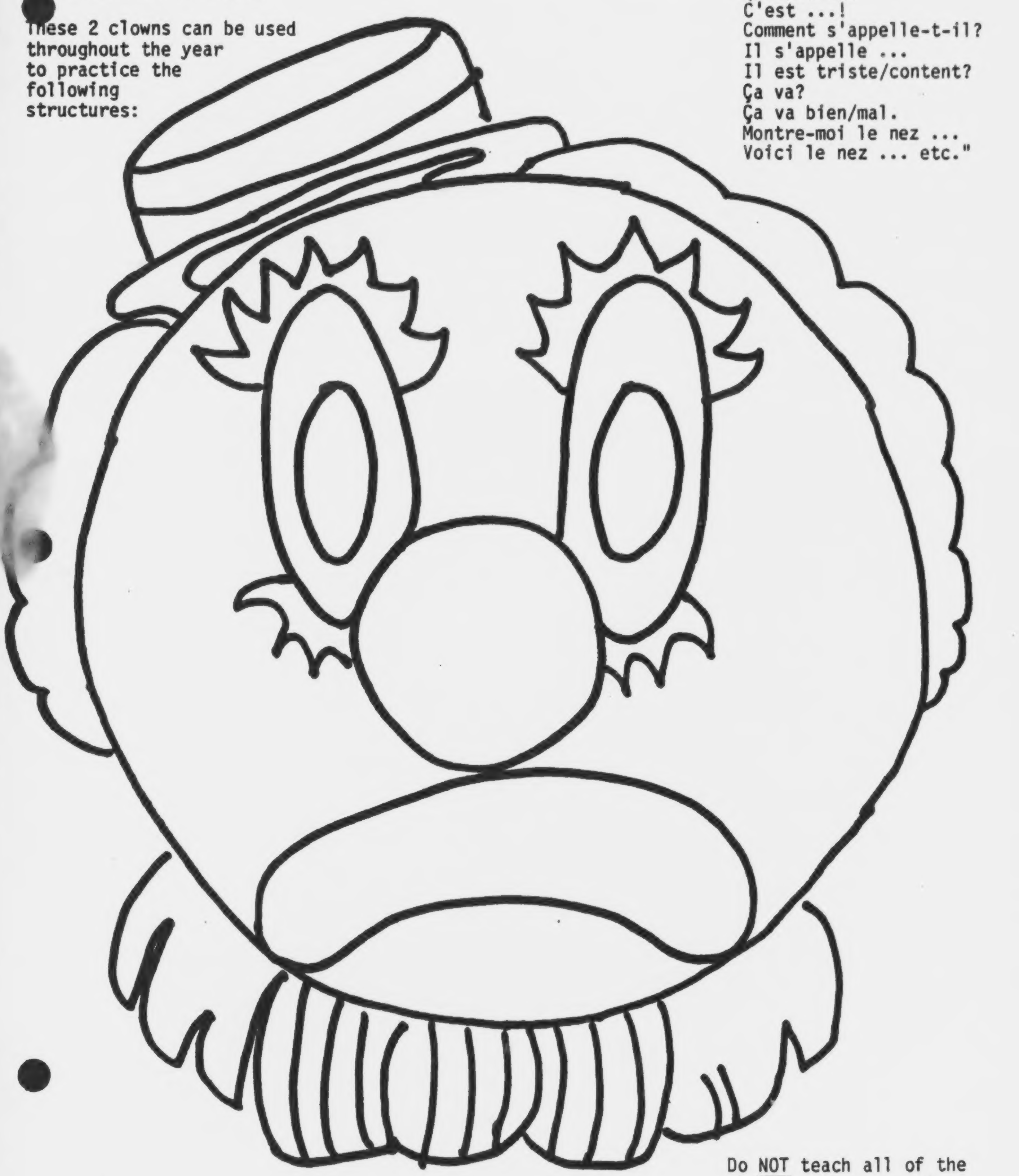
C'est ...!
Comment s'appelle-t-il?
Il s'appelle ...
Il est triste/content?
Ça va?
Ça va bien/mal.
Montre-moi le nez ...
Voici le nez ... etc."



Do NOT teach all of the above at the same time.

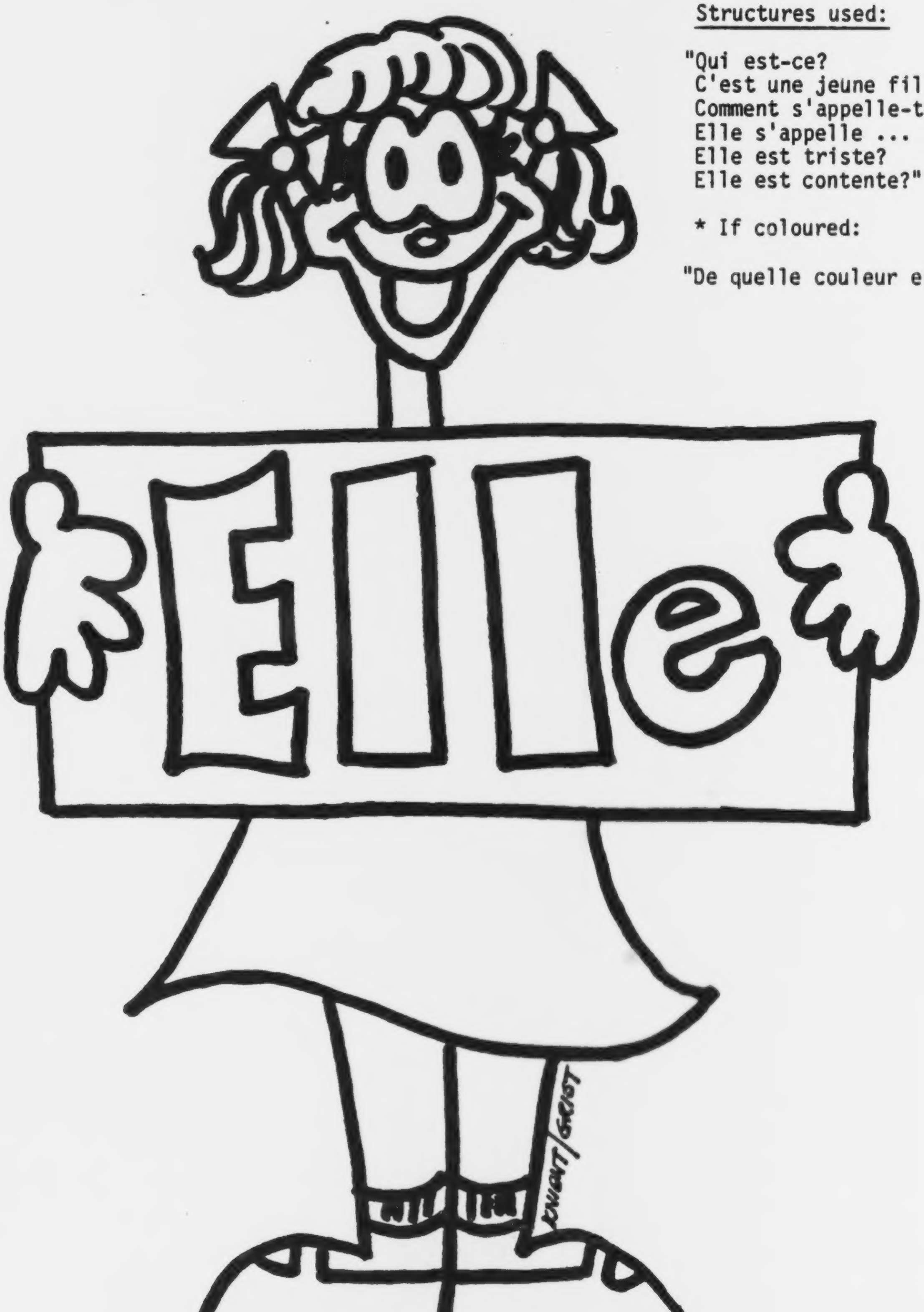
TO BE USED AS FLASHCARD throughout the year:

Structures used:

"Qui est-ce?
C'est une jeune fille.
Comment s'appelle-t-elle?
Elle s'appelle ...
Elle est triste?
Elle est contente?"

* If coloured:

"De quelle couleur est...?"



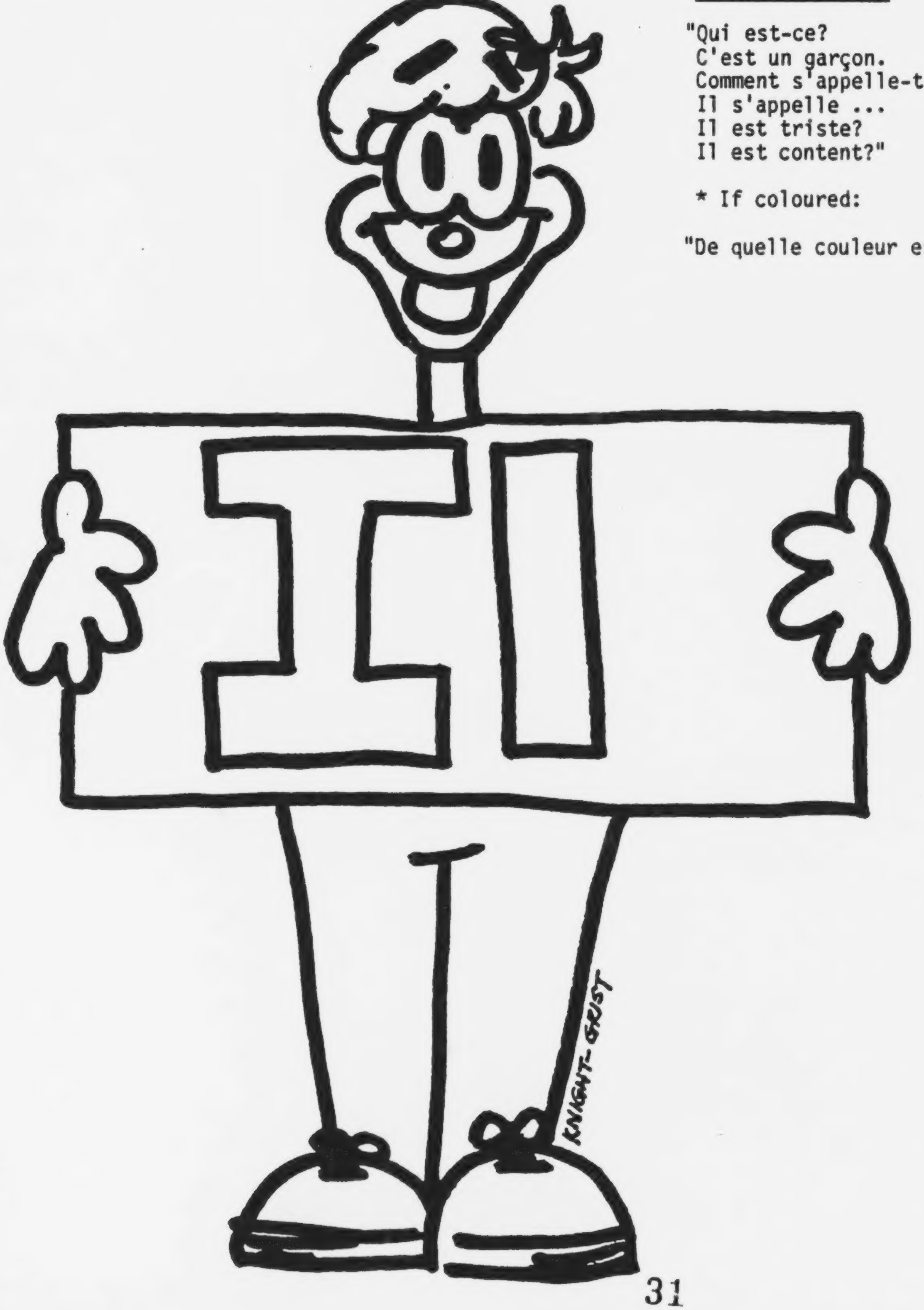
TO BE USED AS FLASHCARD throughout the year:

Structures used:

"Qui est-ce?
C'est un garçon.
Comment s'appelle-t-il?
Il s'appelle ...
Il est triste?
Il est content?"

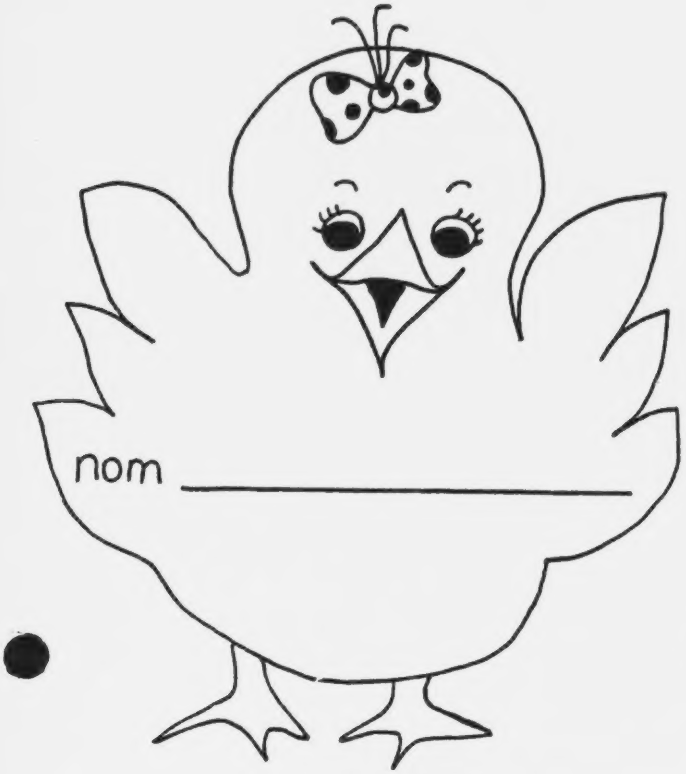
* If coloured:

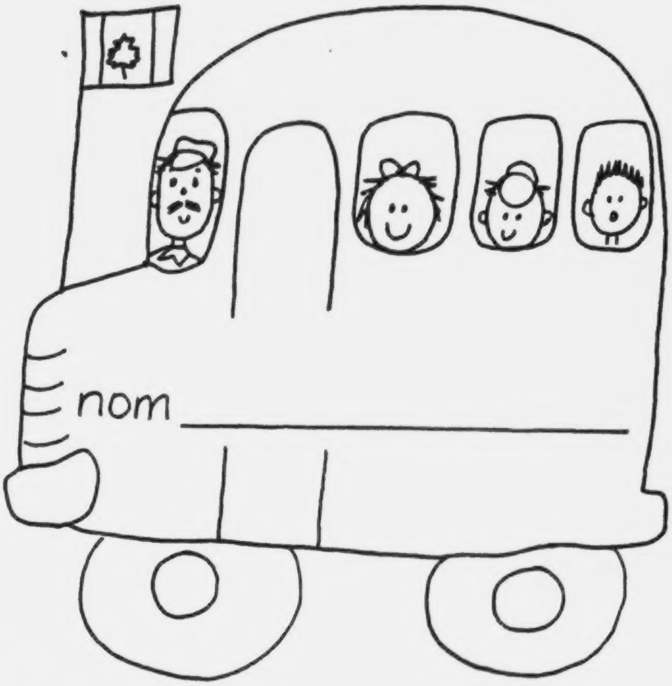
"De quelle couleur est...?"

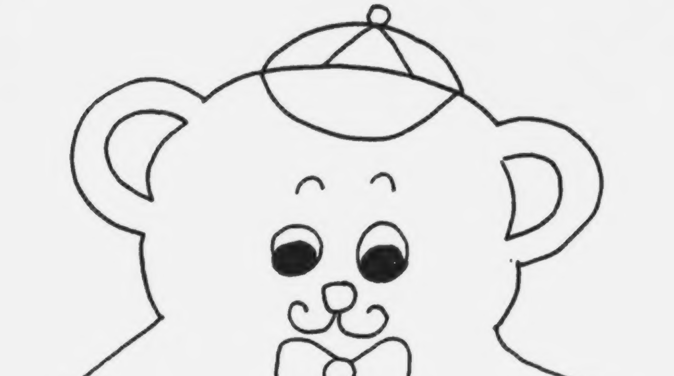


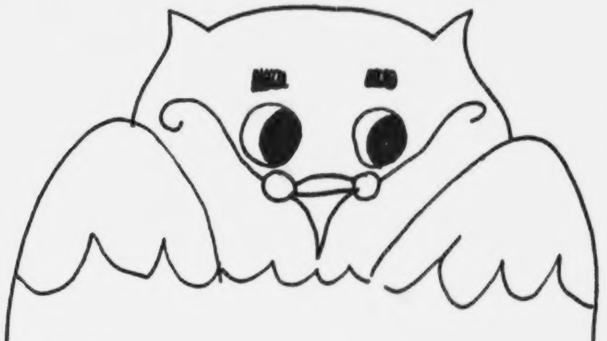
NAME TAGS

"LET'S GET TO KNOW EACH OTHER!"









2e année

COMPTINE

Au revoir

Au revoir, au revoir,
C'est le temps de s'en aller
Venez, venez si vous voulez
Venez vous amuser.

CHANSONS

1. Bonjour (Tune: Baa Baa Black Sheep)
Bonjour, Bonjour
Comment allez-vous?
Très bien, merci
Et puis vous?

2. Cocorico (Tune: Mary Has A Little Lamb)
Cocorico
Chante le coq (3)
Cocorico chante le coq
Bonjour et bonne journée.

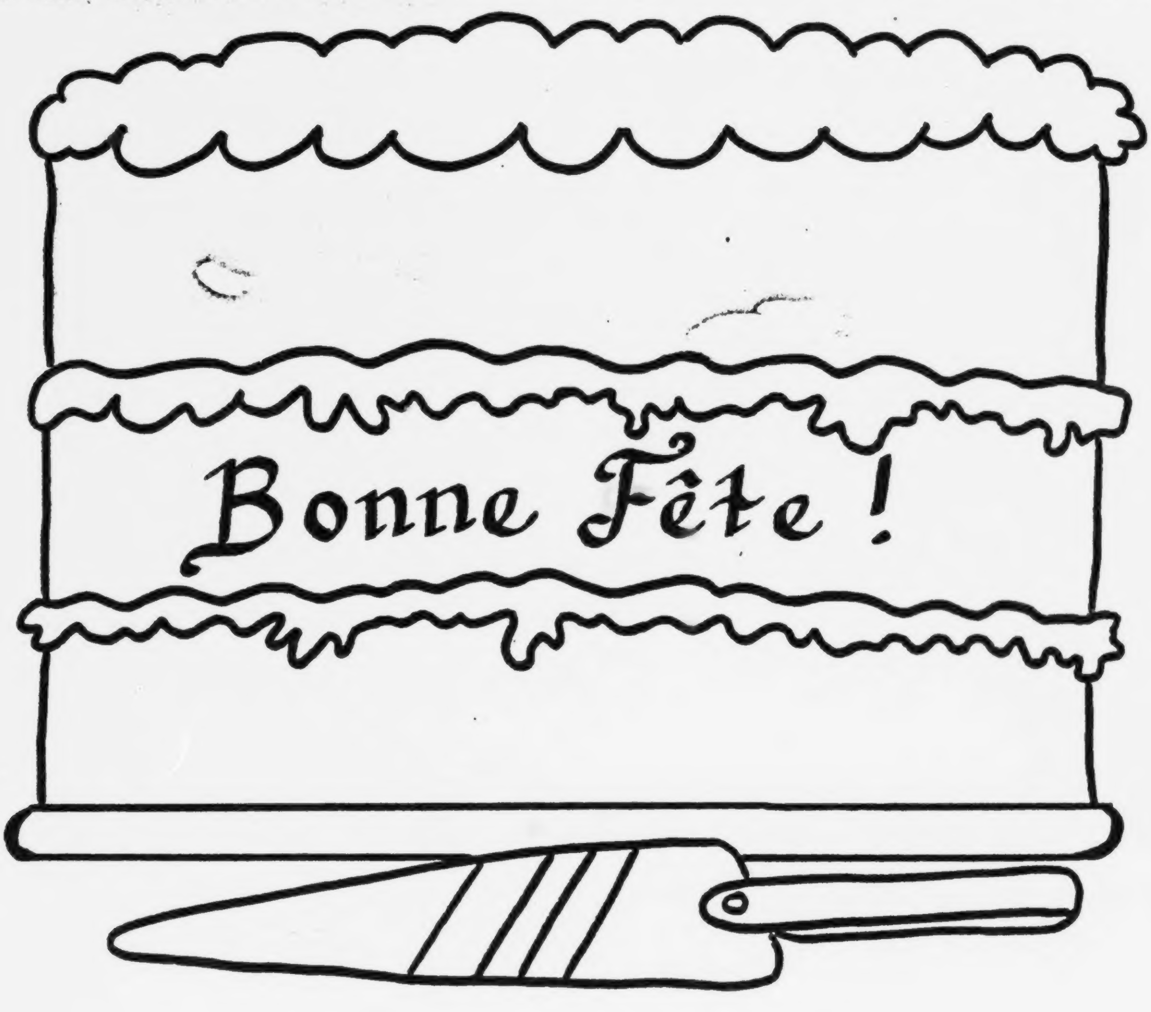
Cocorico
Chante le coq (3)
Cocorico chante le coq
Au revoir et à demain.

ACTIVITÉ

This activity may be used for the following structures:

Quel âge as-tu?

J'ai _______________ ans.



Have the students draw candles to indicate their age.

JEUX

Games designed to practice structures that describe the weather.

1. Le temps pantomime:

Materials needed: none

"Il pleut... wiggle fingers downward and look sad

Il fait soleil...with both arms, make a big circle

Il fait froid...hug yourself and shiver

Il fait chaud...wipe your forehead

Il neige"..smile and wiggle your fingers

After everyone has learned these gestures, one student can stand in front of the class and do the gestures. The rest of the class may call out what he is doing or they may be the ones to tell him what gestures to make.

2. Weather detective:

Materials needed: box or bag filled with props.

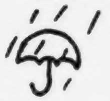
This is a multi-purpose game. It is excellent for the introduction of the theme with the teacher using the props and the children repeating. It is also excellent as a review.

The teacher pulls a prop out of the bag (i.e. a tuque) and puts it on. Then she asks: "Quel temps fait-il?" The first child to raise his hand and answer "Il fait froid" comes to the front and chooses his prop. Then he asks "Quel temps fait-il?" and the game continues.

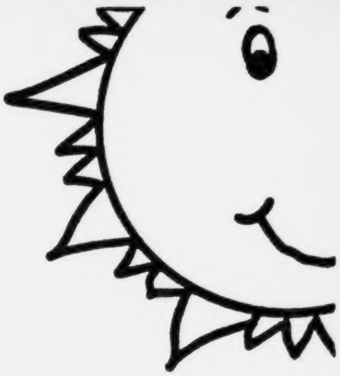
3. Quel temps fait-il?

Materials needed: paper bag containing flashcards of the weather.

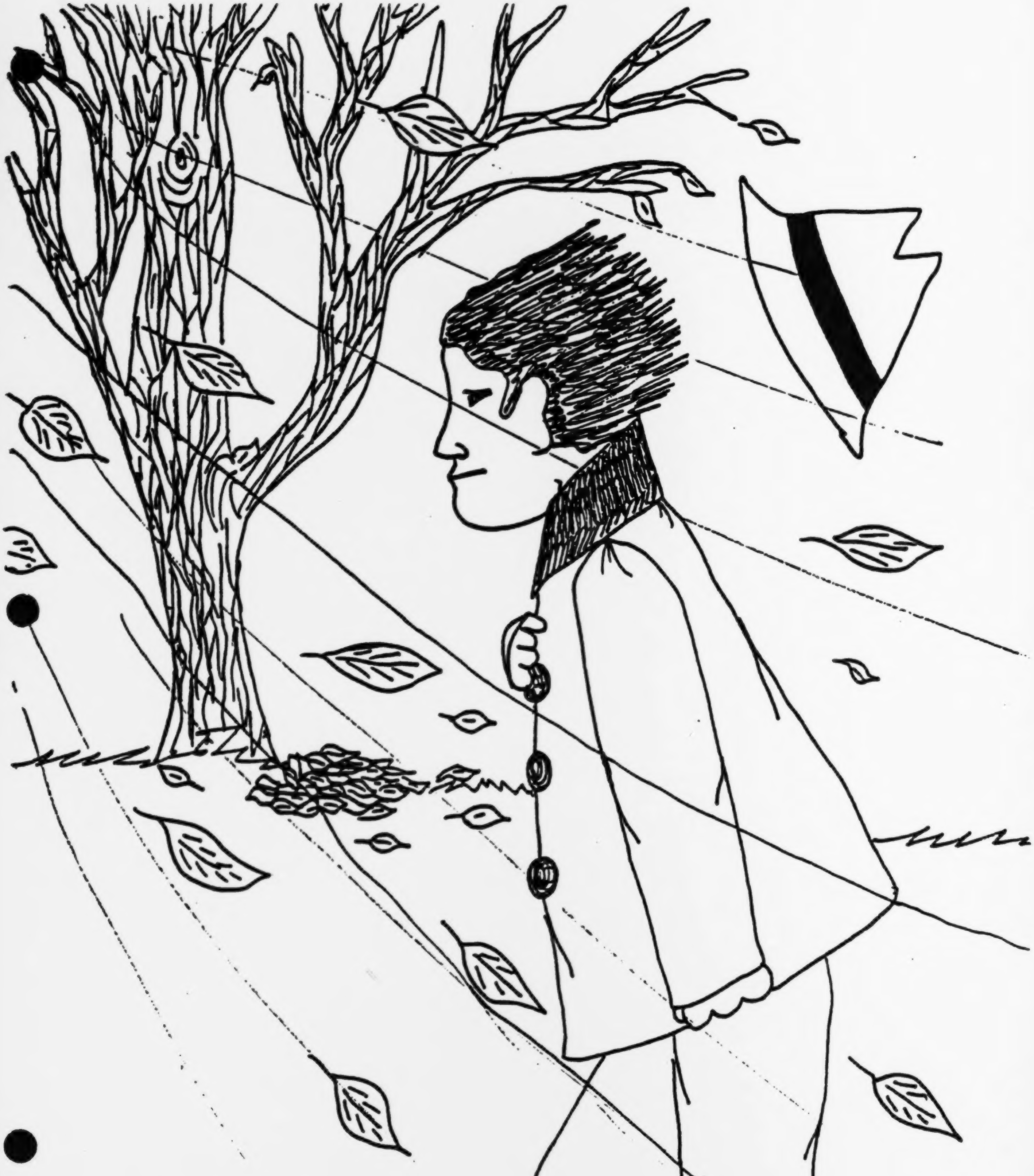
As the children are clapping their hands and reciting or singing "quel temps fait-il (5 times), quel temps fait-il, aujourd'hui?, a student with her eyes closed pulls out a flashcard from the bag and answers according to what is on the flashcard,

for example  "Il pleut."

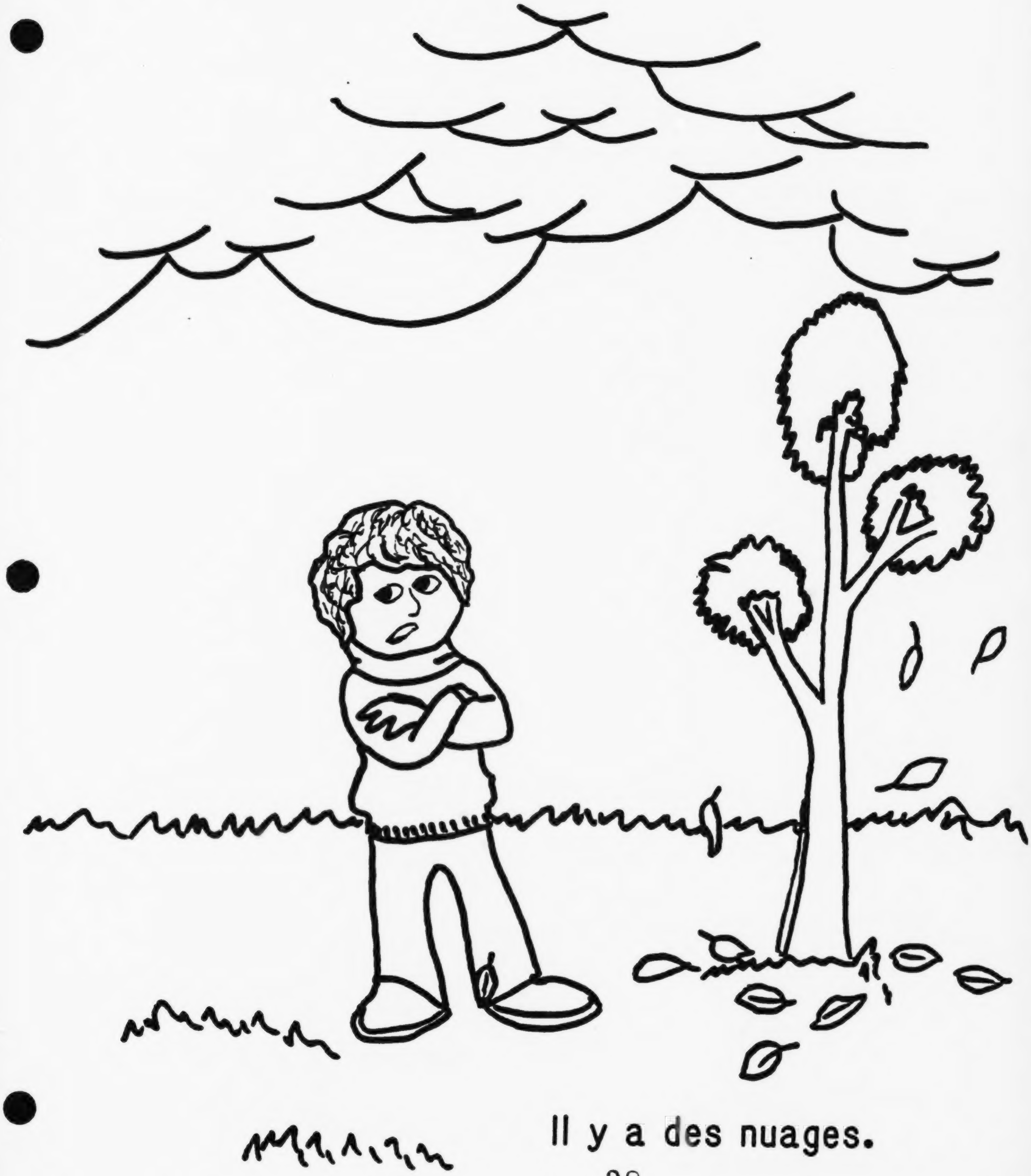
The class continues to sing or recite and another child comes up.



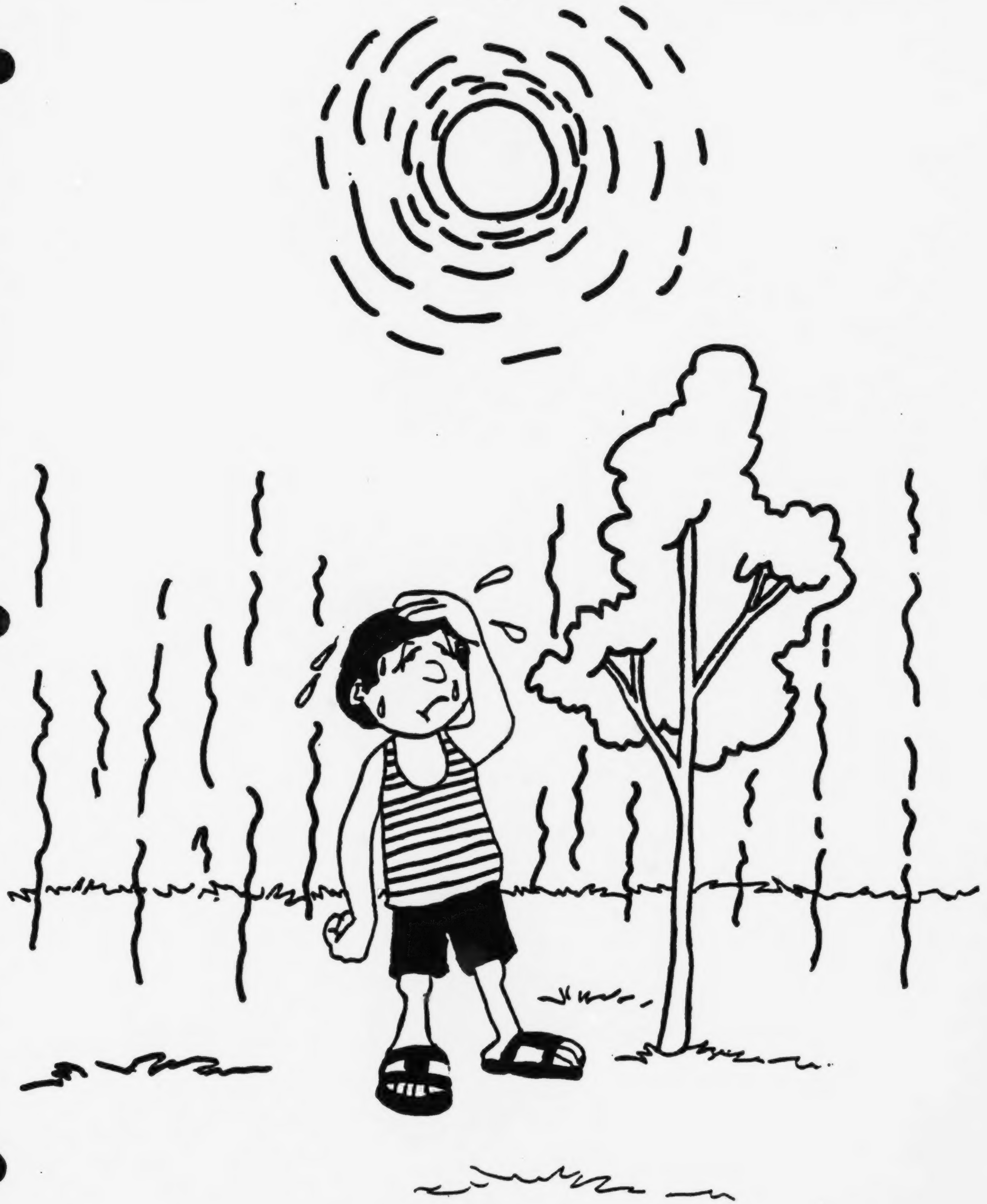
LA MÉTÉO



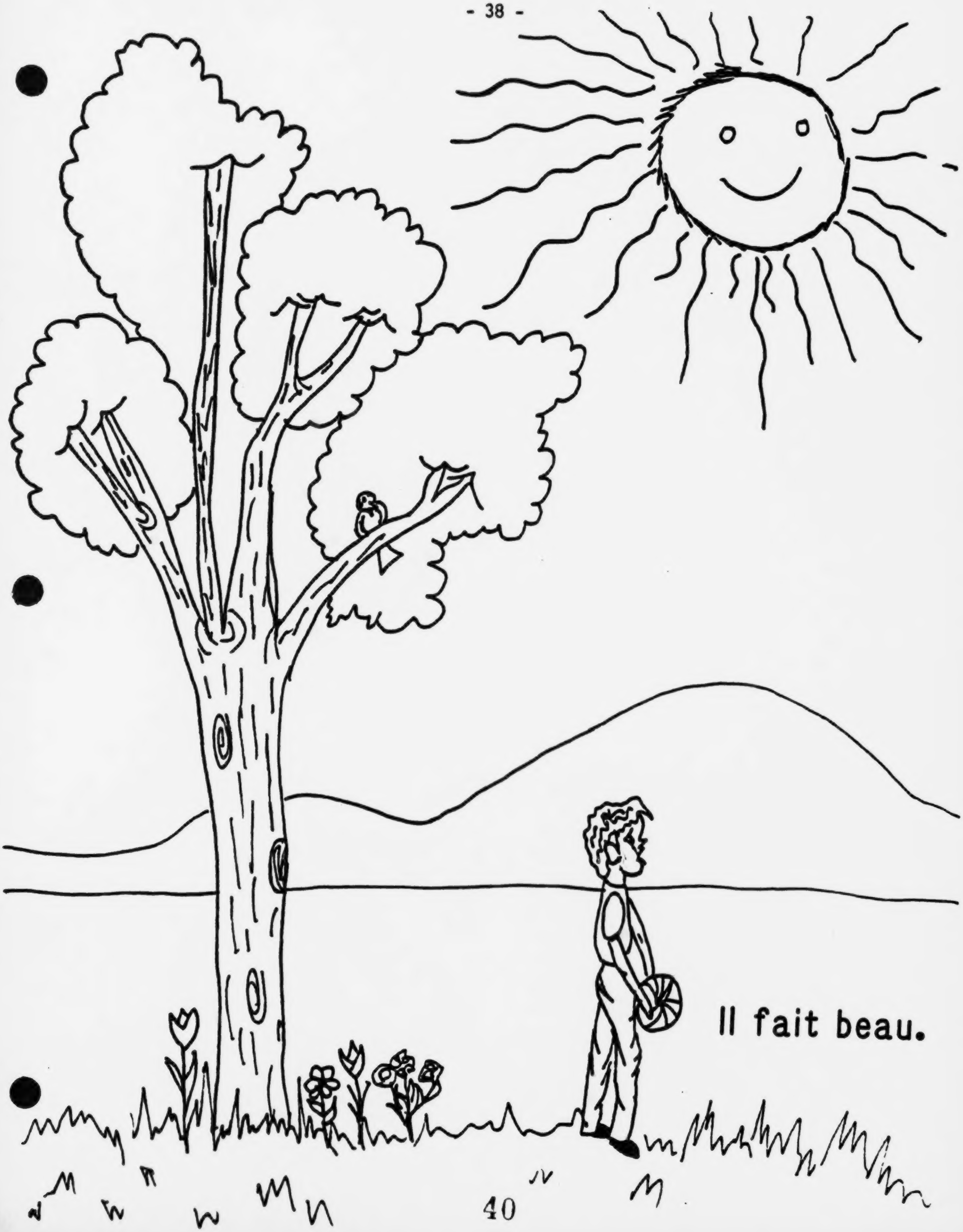
Il fait du vent.



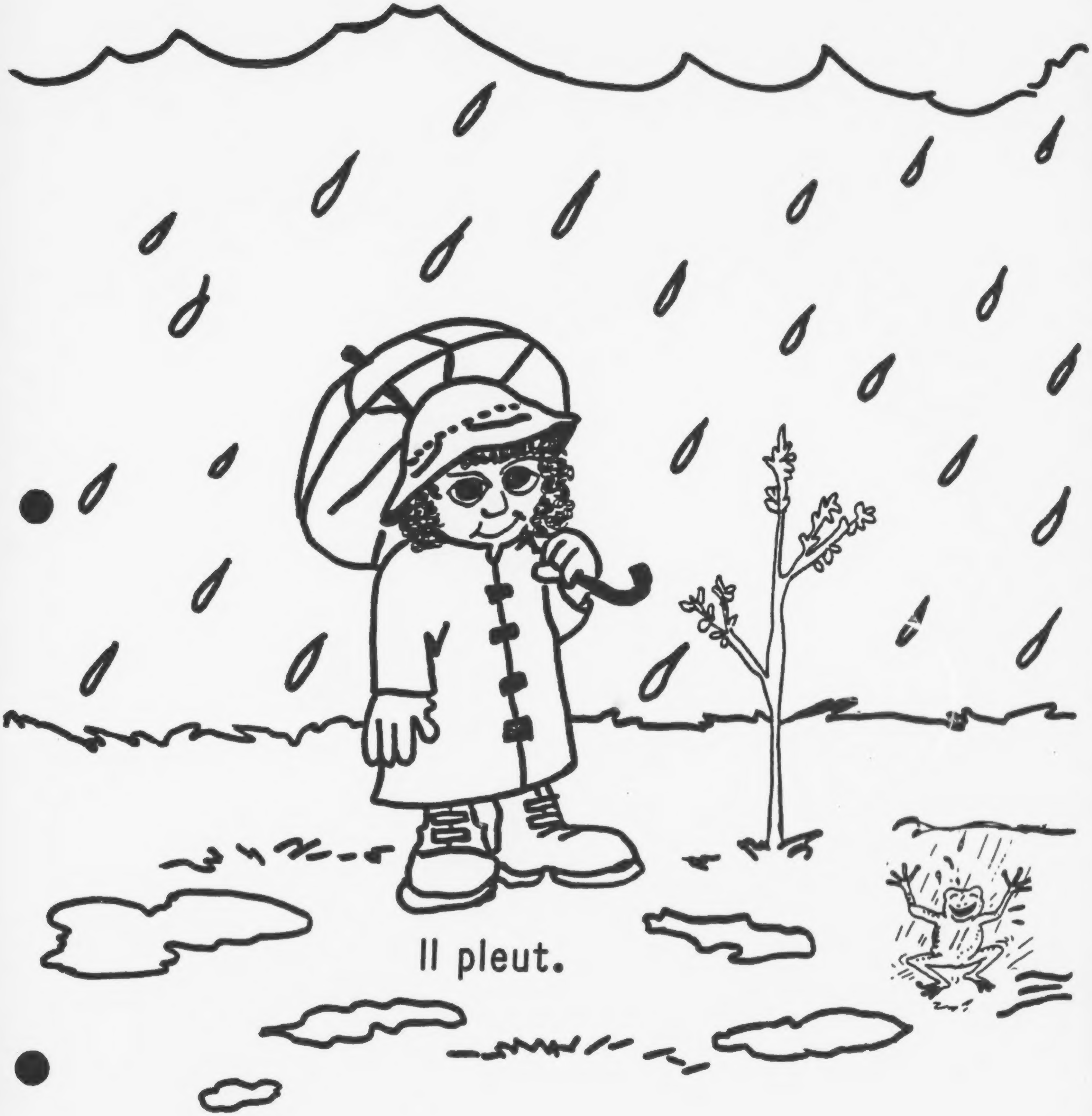
Il y a des nuages.



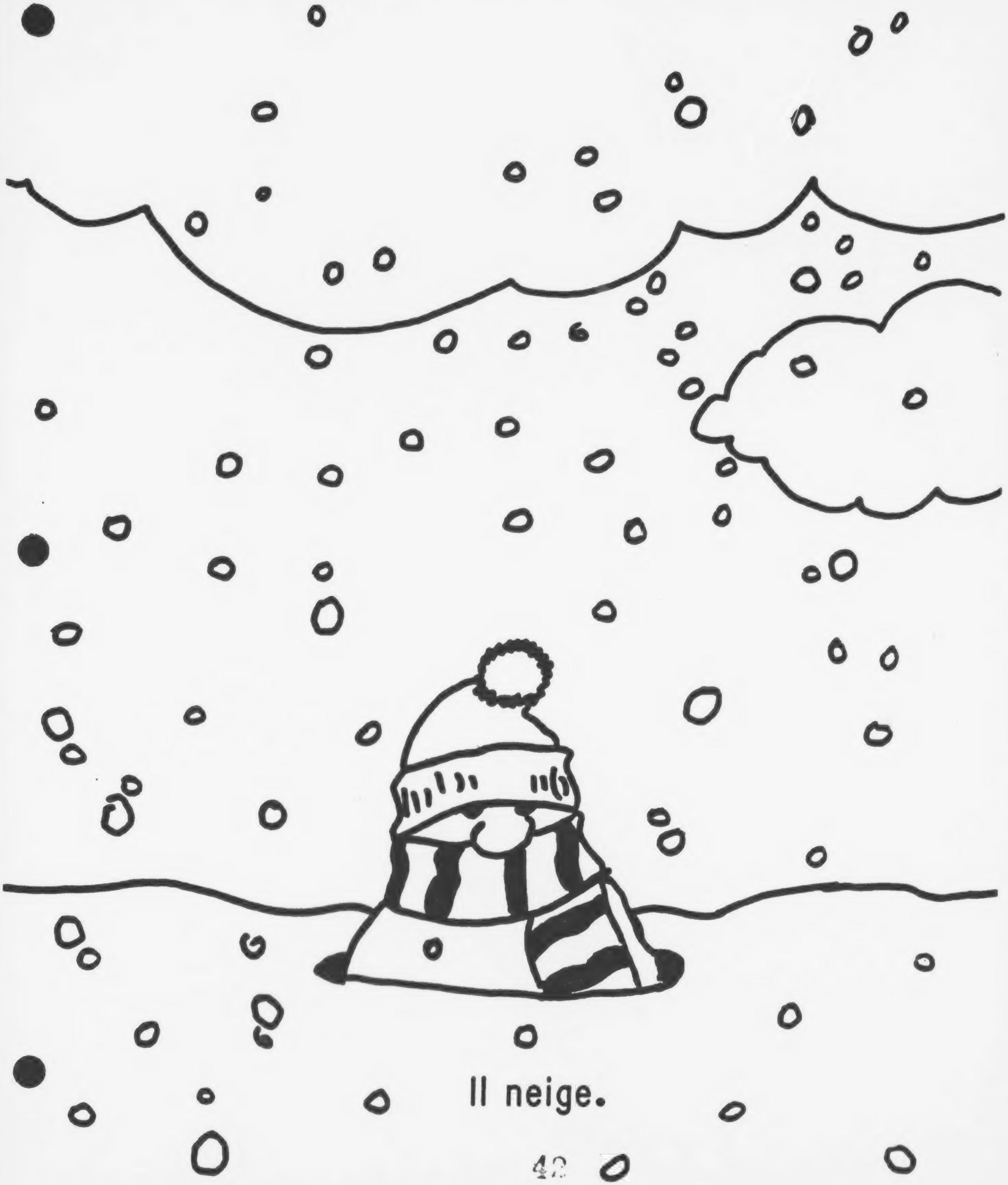
Il fait chaud.



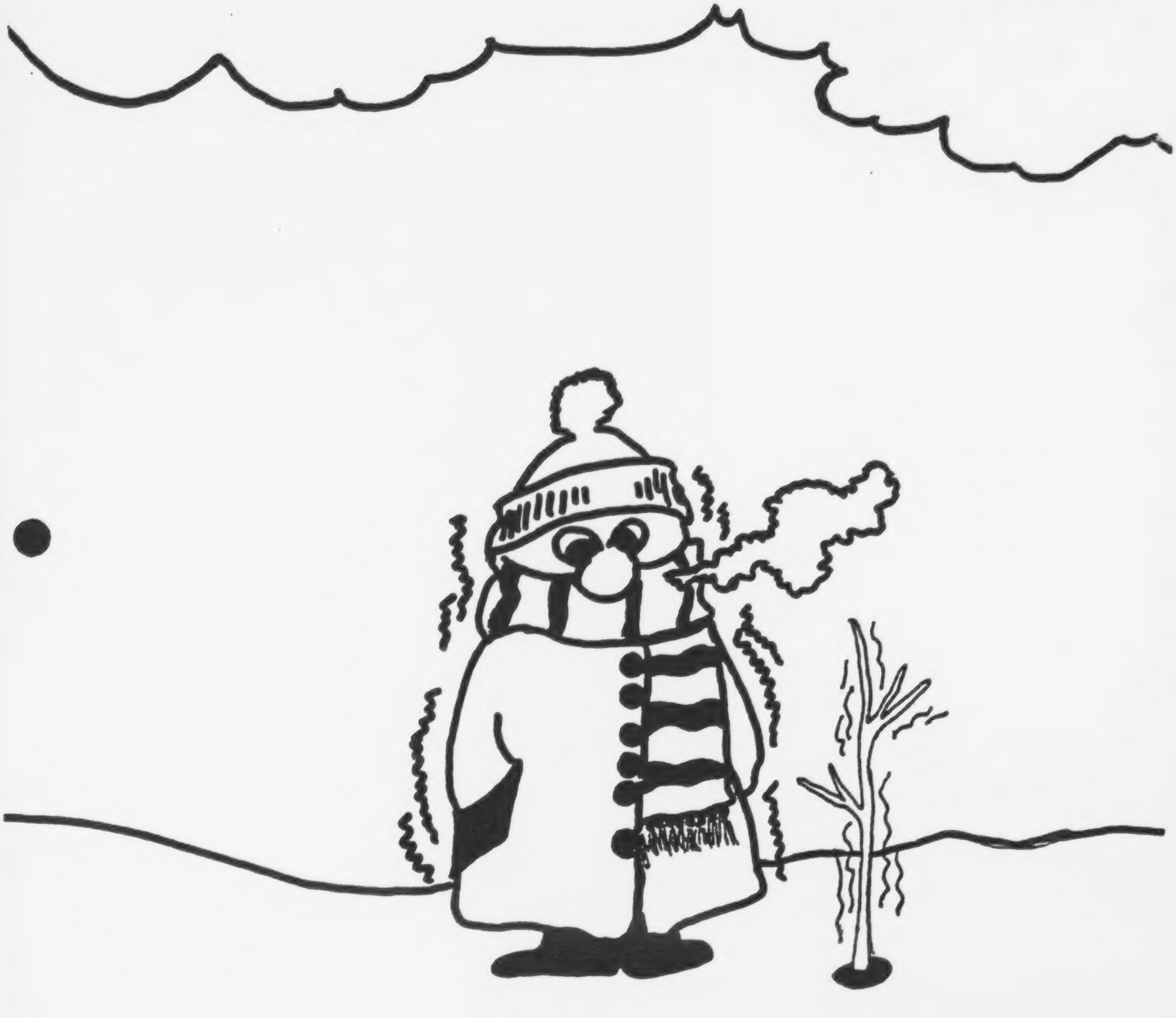
Il fait beau.



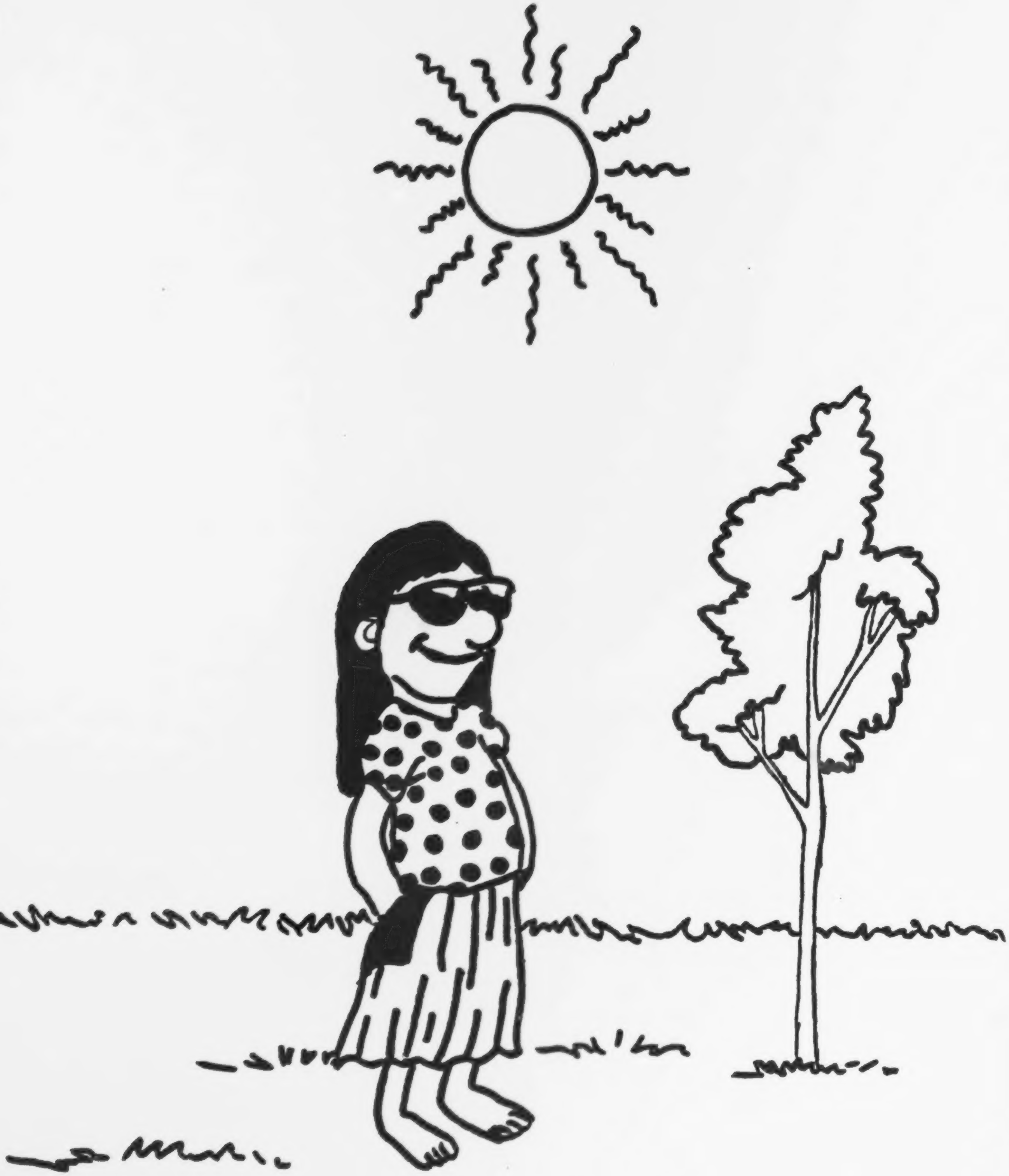
Il pleut.



Il neige.



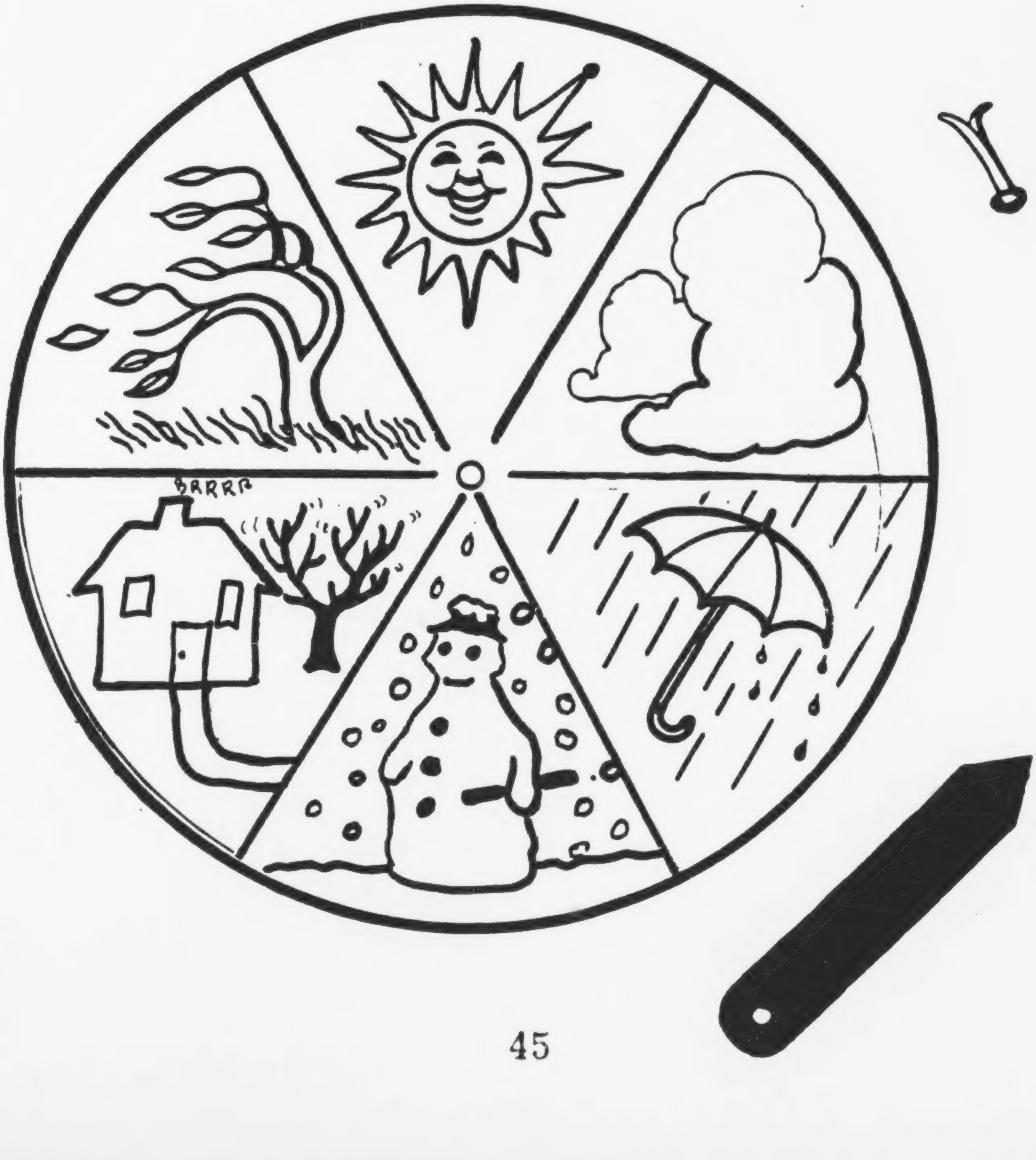
Il fait froid.



Il fait du soleil.

SPIN AND WIN

See page 334 for complete instructions for this activity.



ACTIVITÉS

Games designed to reinforce weather vocabulary.

1. La météo:

Materials needed: the weather flashcards.
Colour the weather flashcards p. 35-42 and glue them on construction paper. Laminate. Turn the cards face down in a pile. Have students from 2 teams guess what picture they think is on top. If a student guesses correctly, his/her team gains 20 points.

2. Tic-Tac-Toe - Météo:

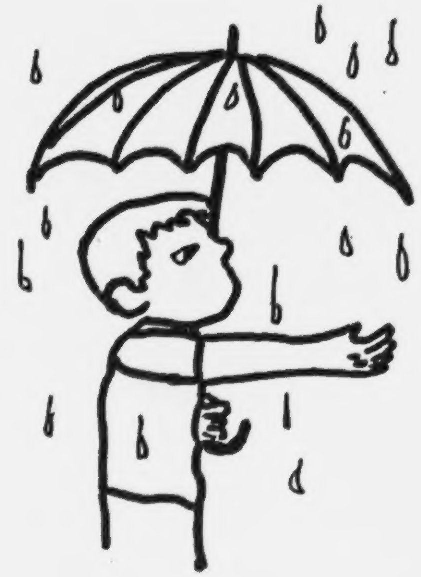
Materials needed: the weather flashcards.
Divide the class into teams. Show the weather cards in turn to members of each team. If they identify the weather correctly, they may come and put an X or O on the tic-tac-toe grid you have on the blackboard.

3. La météo - listening activity

Materials needed: pages 45 and 46 one copy for each student.
The teacher makes the following statements while students put the appropriate number in the correct box.

"Numéro 1, il neige.
Numéro 2, il fait froid.
Numéro 3, il y a des nuages.
Numéro 4, il fait chaud.
Numéro 5, il pleut.
Numéro 6, il fait du vent.
Numéro 7, il fait beau."

LA MÉTÉO



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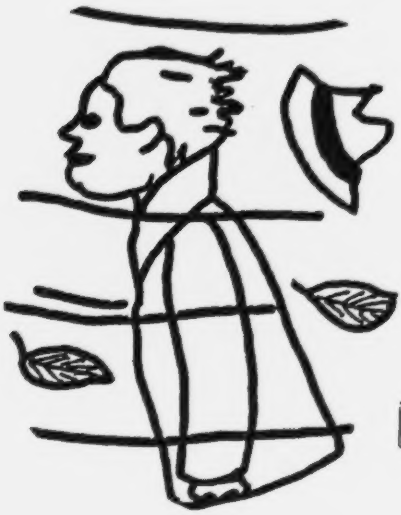

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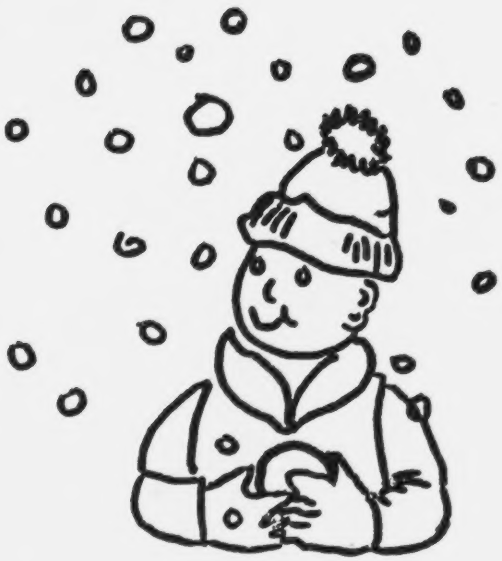

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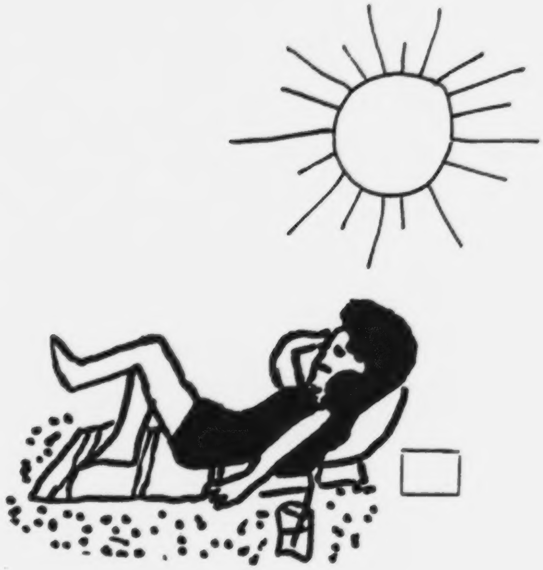

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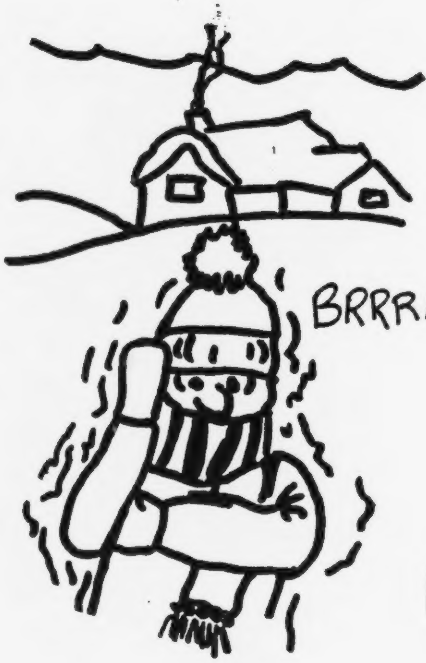
BRRRR

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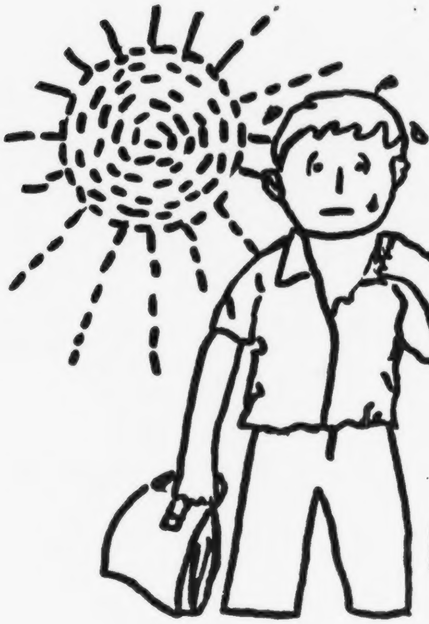

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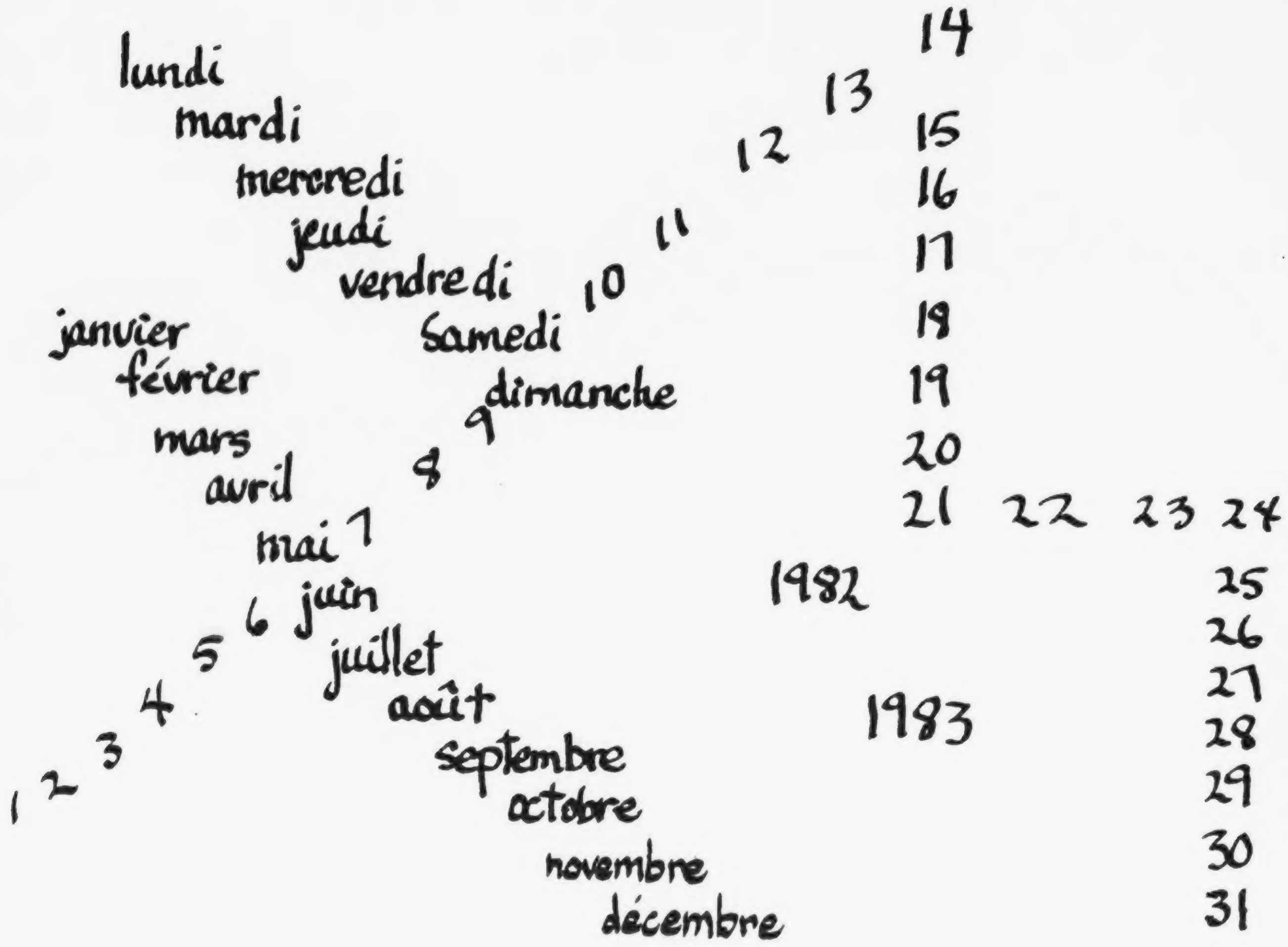
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre
1 2 3 4 5 6 7 8 9 10 11 12 13 14
15
16
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18
19
20
21 22 23 24
25
26
27
28
29
30
31
1982
1983

LE CALENDRIER

2e année

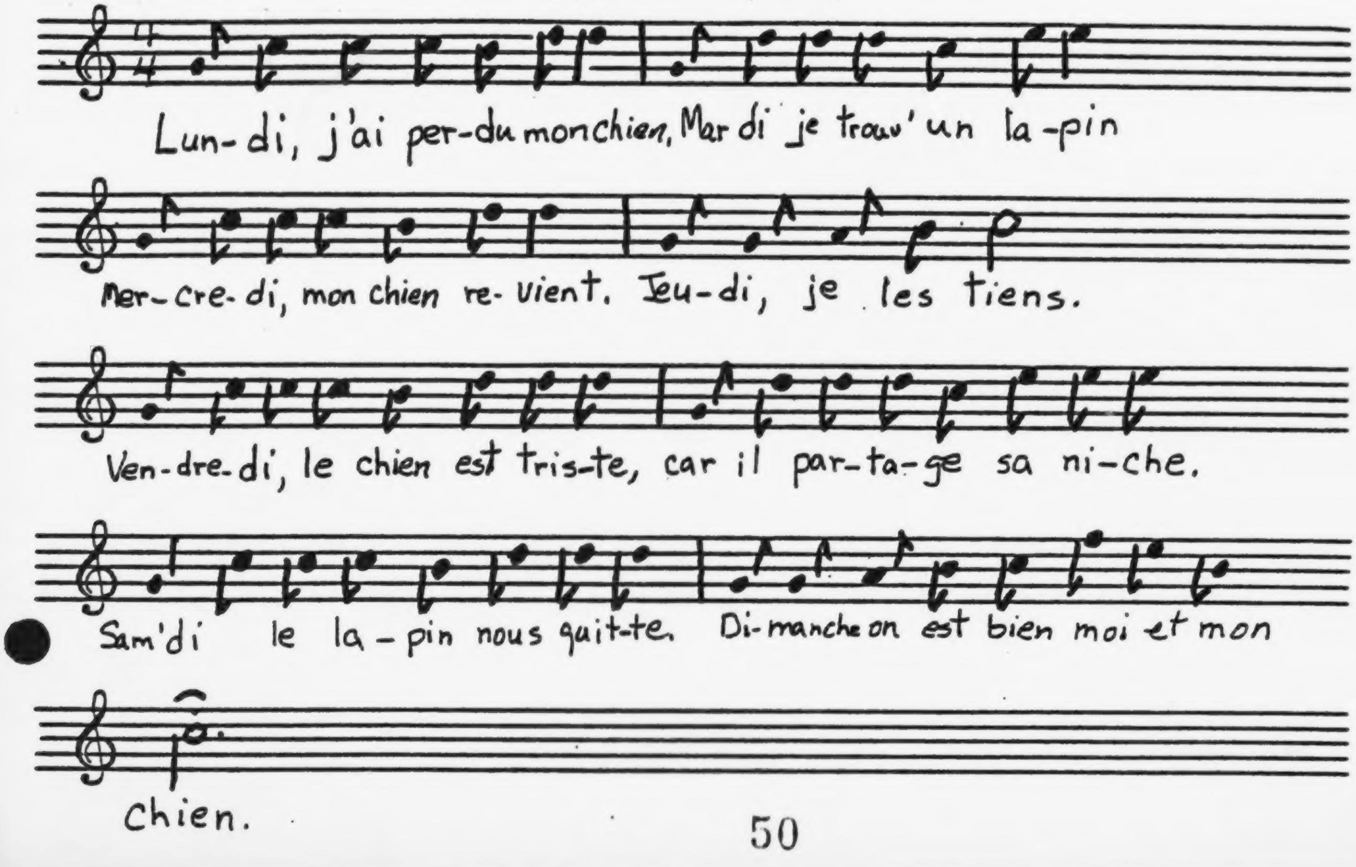
COMPTINE

Les jours de la semaine

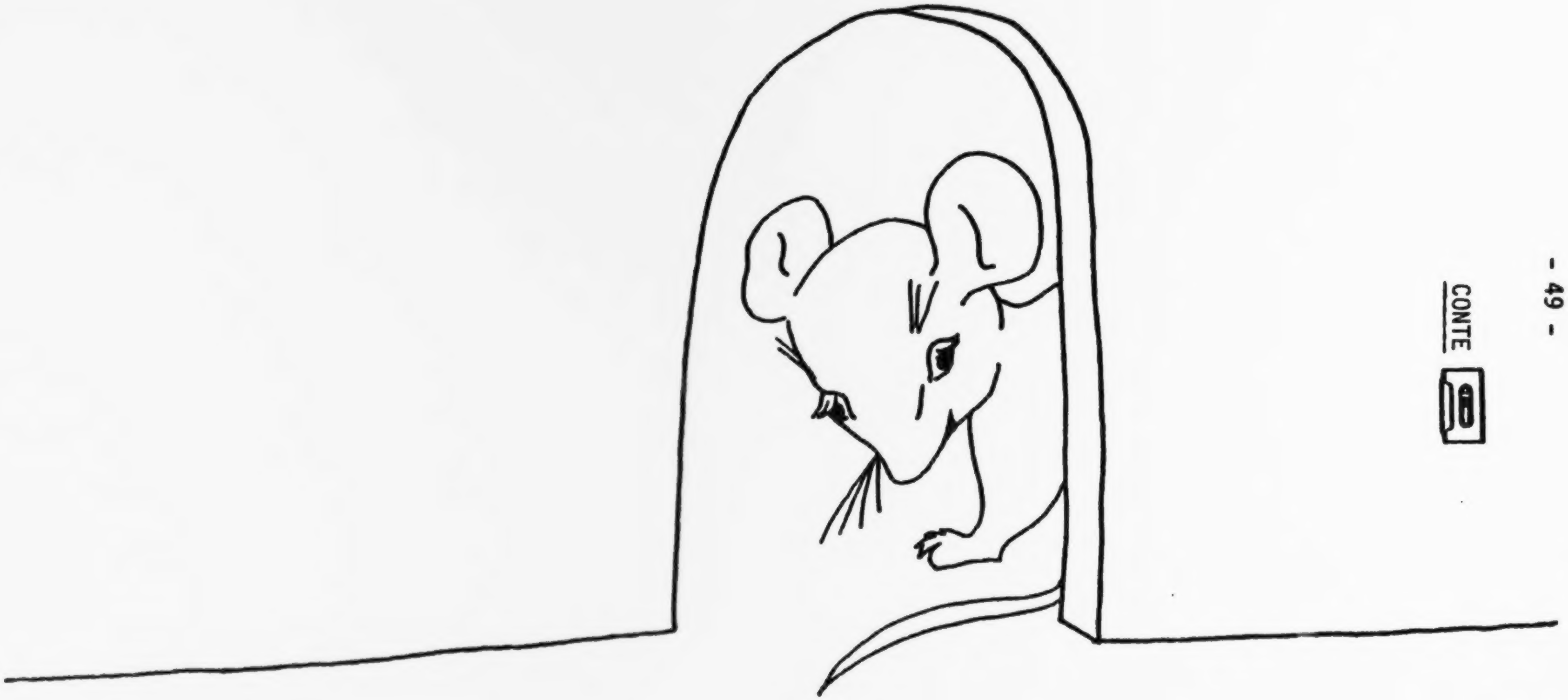
Bonjour, Madame Lundi,
Comment va Madame Mardi?
Très bien, Madame Mercredi,
Dites à Madame Jeudi
De venir vendredi
Danser samedi
Dans la salle de dimanche.

CHANSON

Les Jours

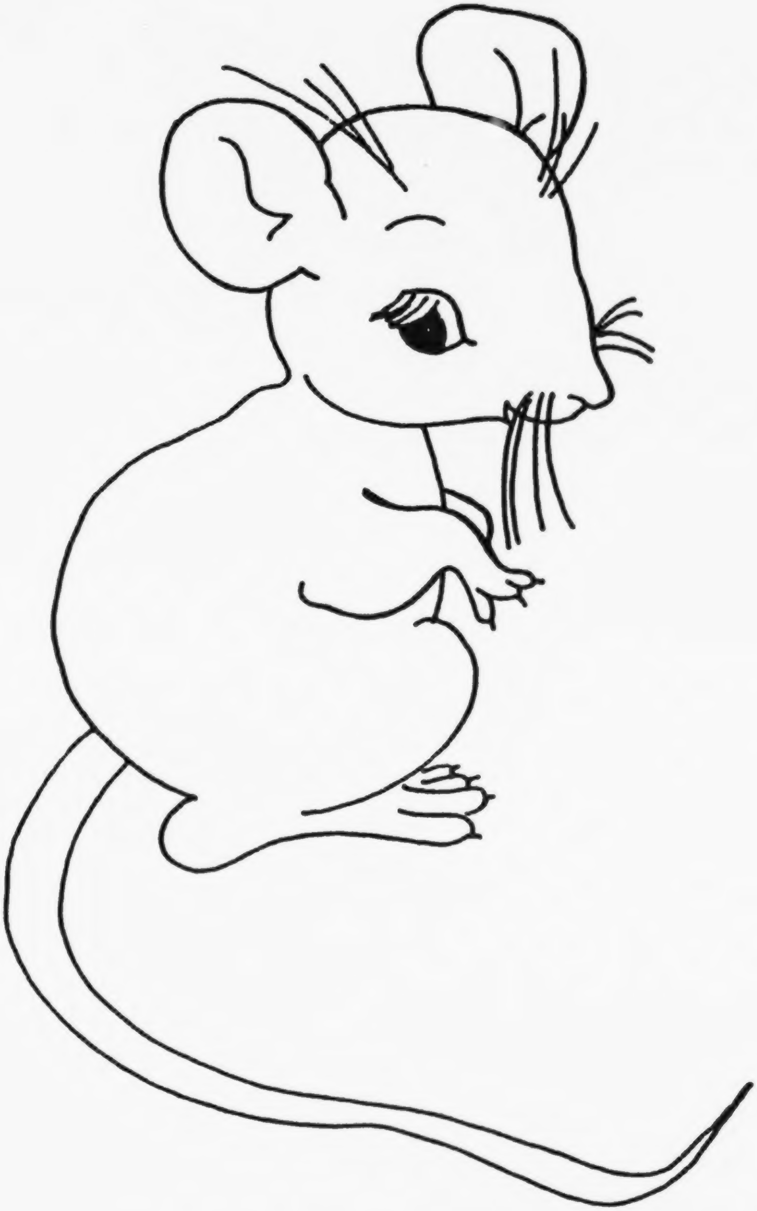

Lun-di, j'ai per-du mon chien, Mar di je trouv' un la-pin
Mer-cre-di, mon chien re-vient. Jeu-di, je les tiens.
Ven-dre-di, le chien est tris-te, car il par-ta-ge sa ni-che.
Sam'di le la-pin nous quit-te. Di-manche on est bien moi et mon
chien.

SOURICETTE A FAIM

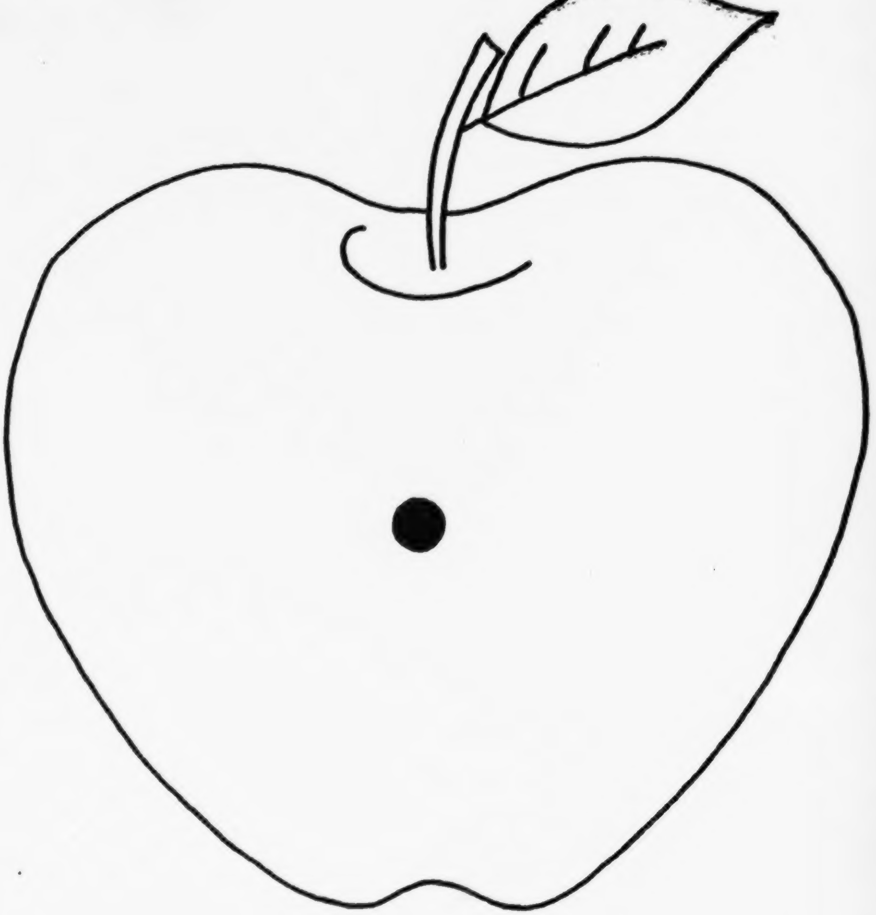


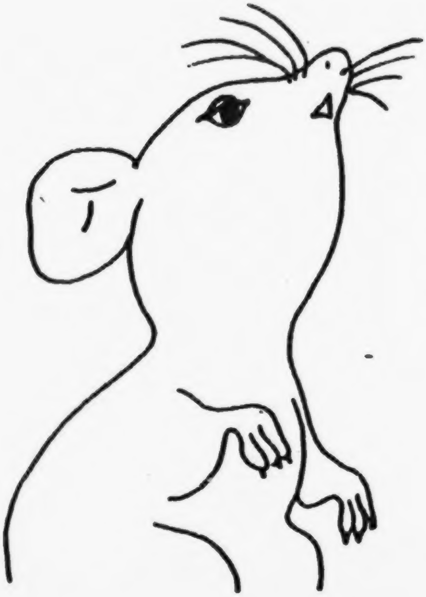
CONTE

ANNETTE BOLAND-WILLMS
Bureau de l'éducation française

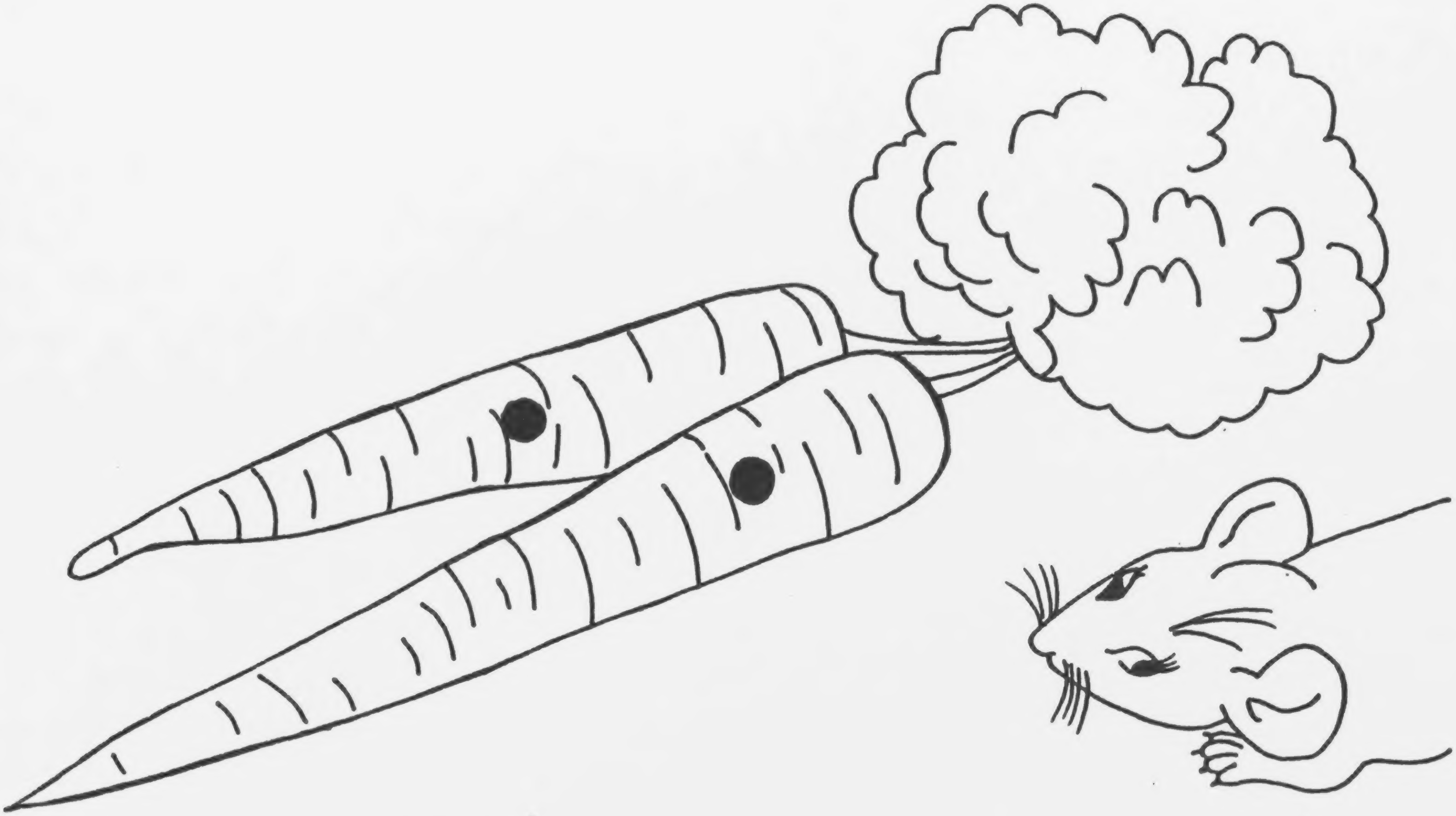


La petite souris a faim.
Elle veut manger.

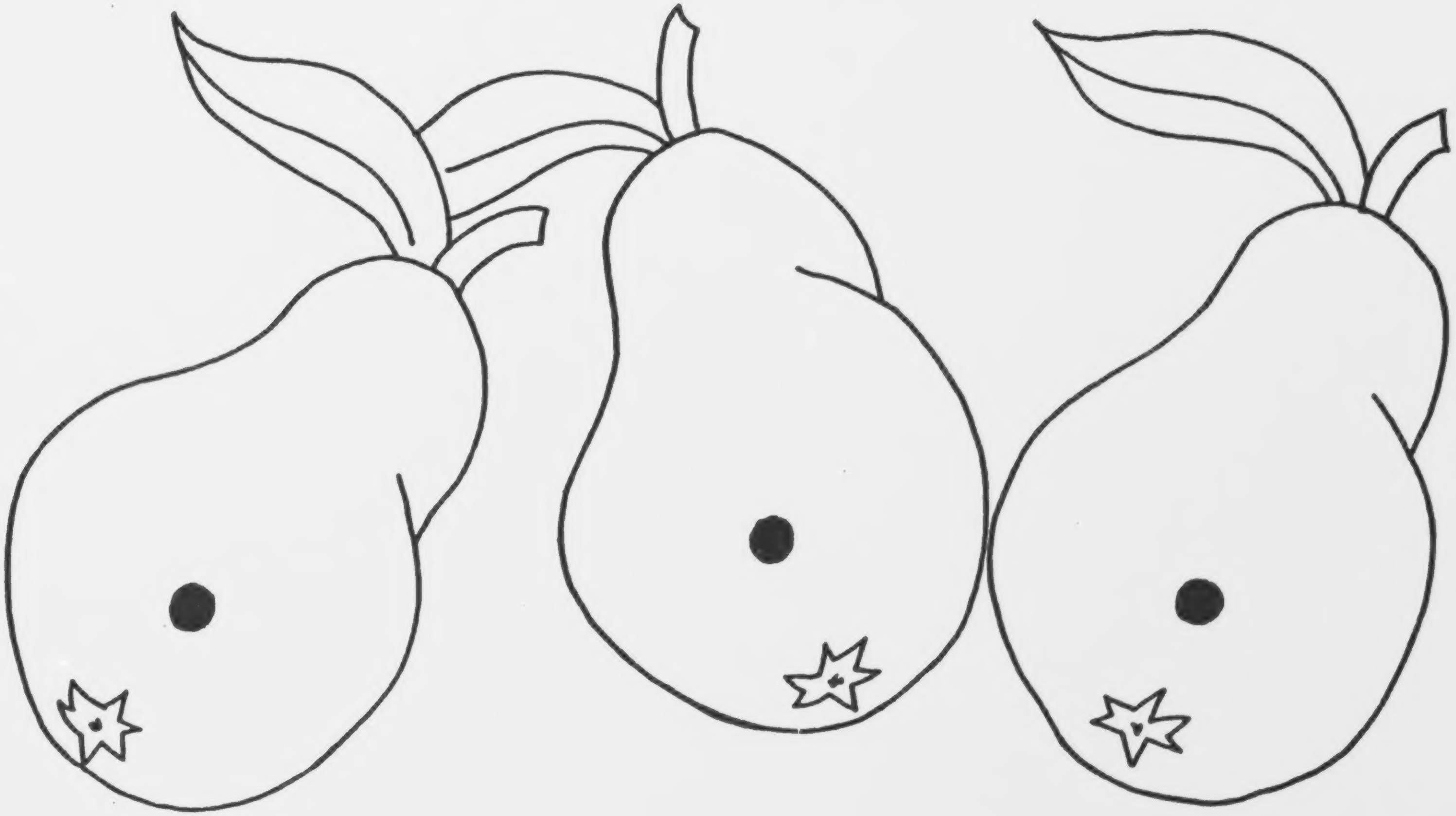


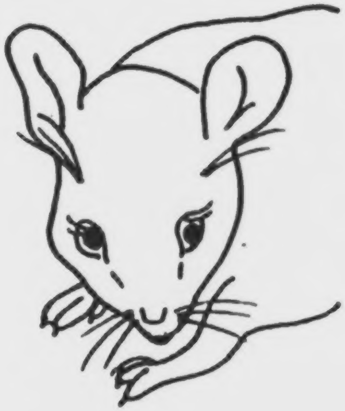


Dimanche, elle mange une pomme.

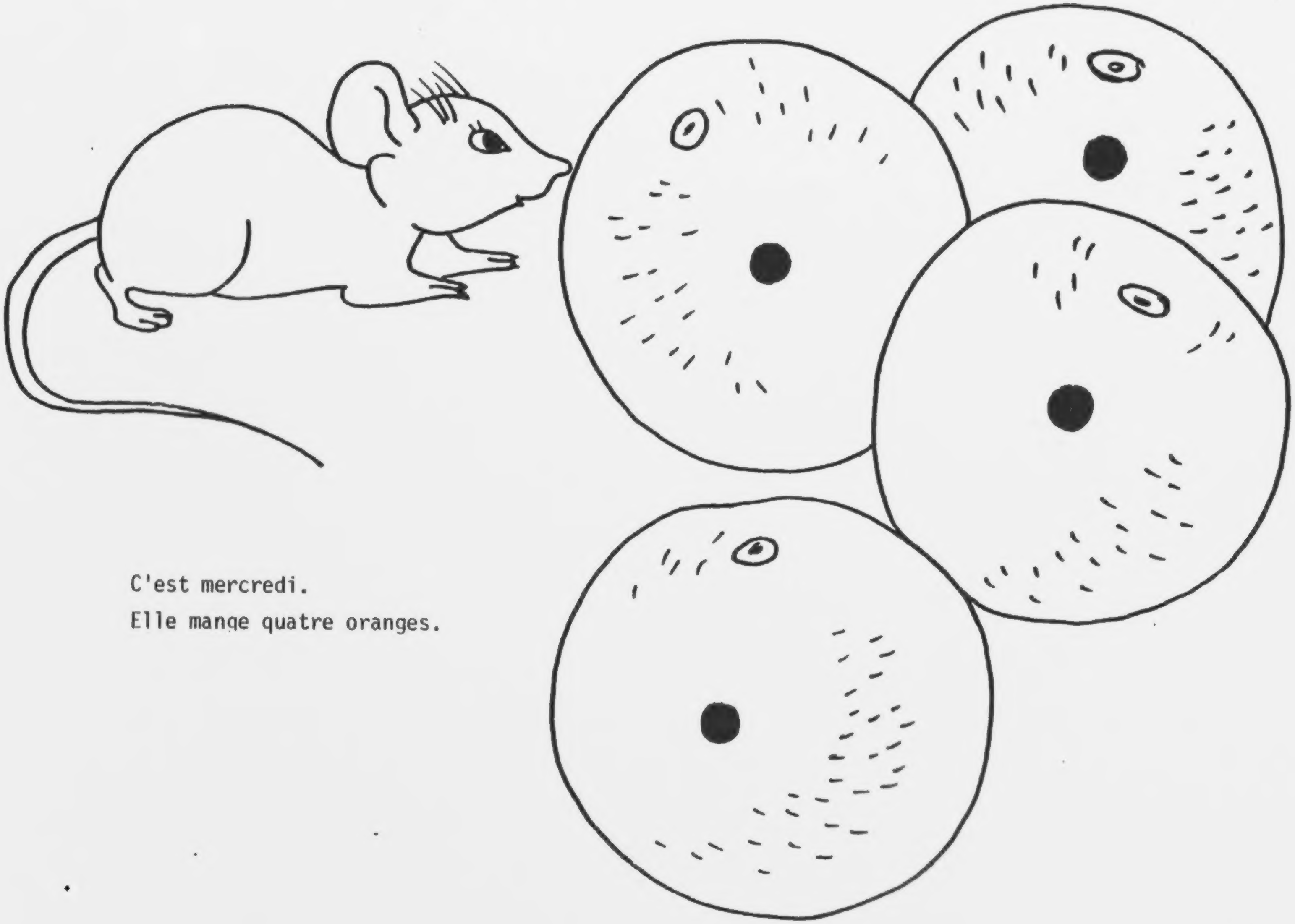


Lundi, elle mange deux carottes.
Elle a encore faim.

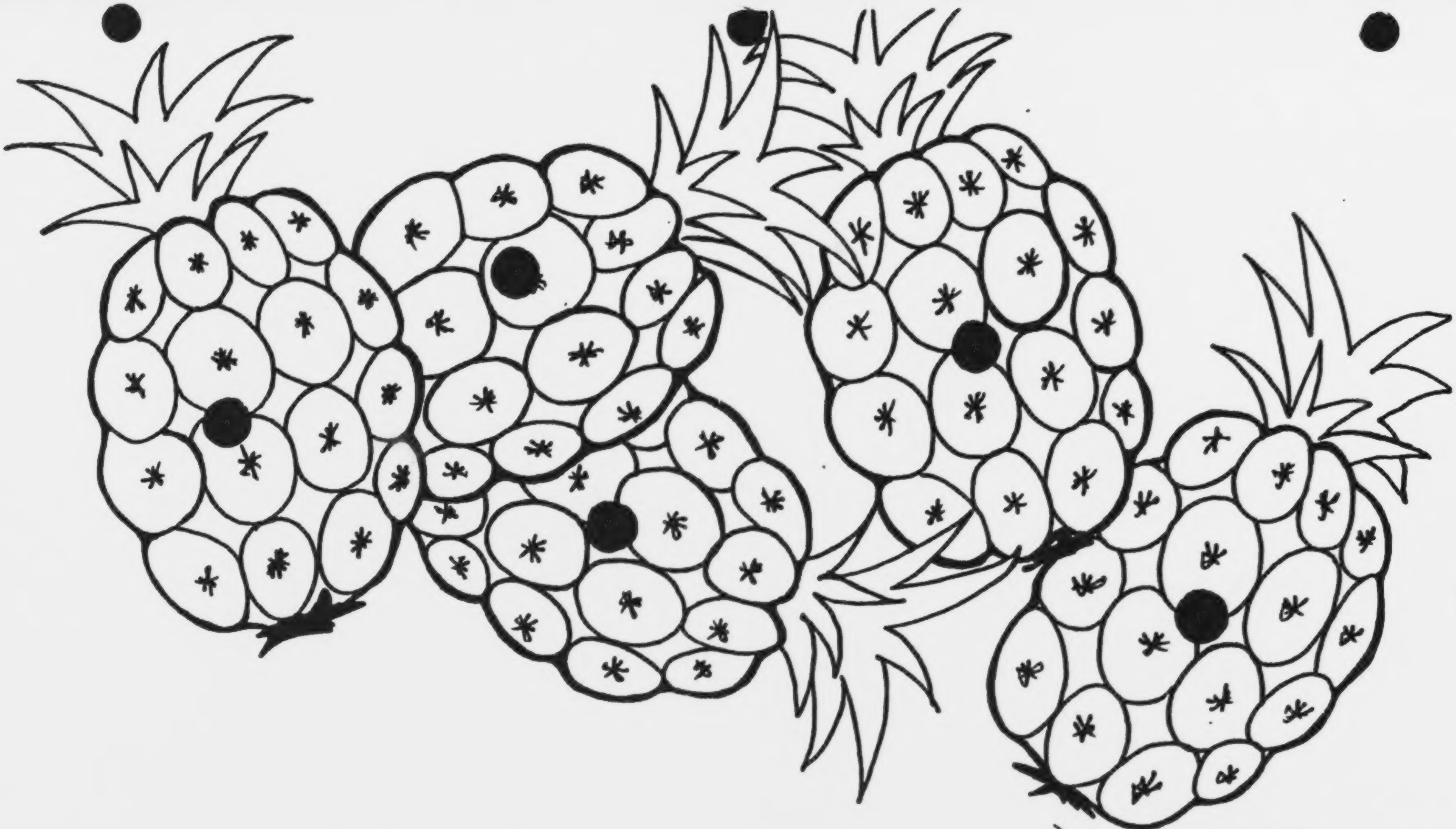




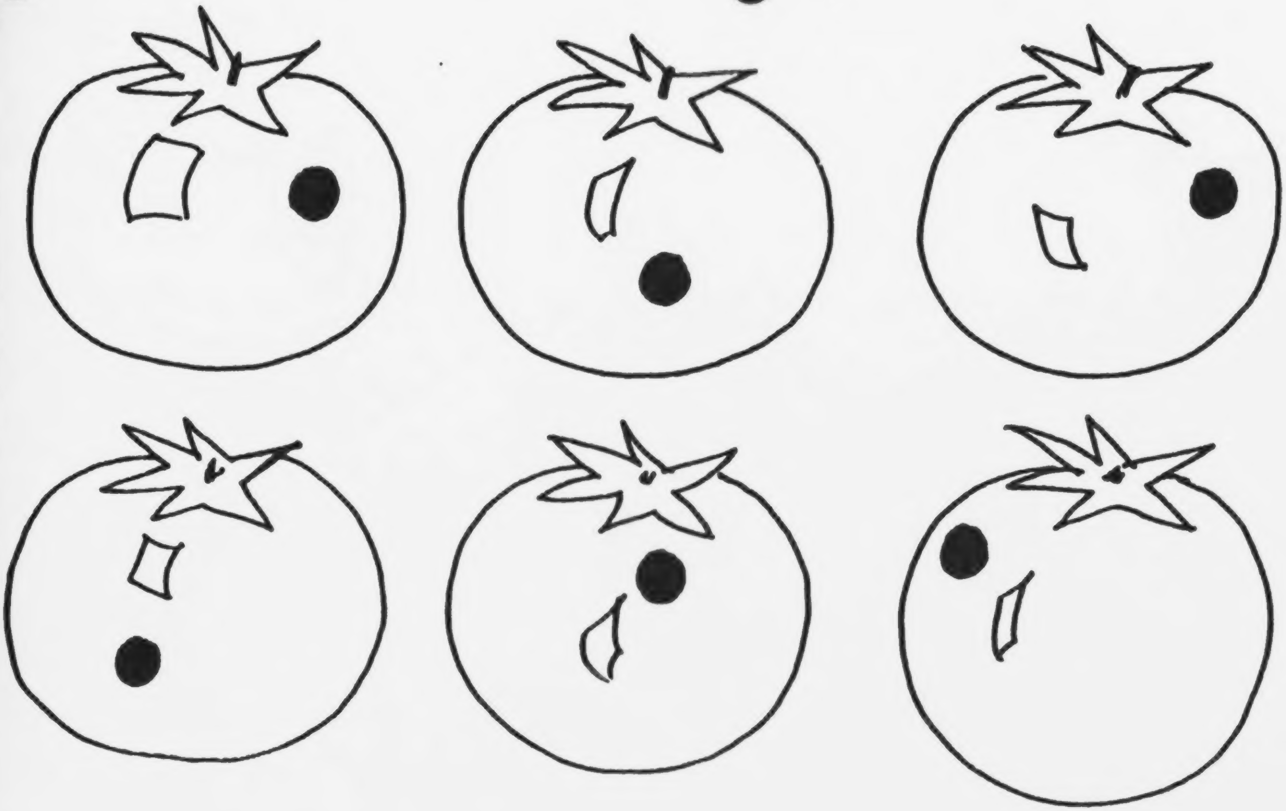
Mardi, Souricette mange trois poires.
«J'ai encore très faim.» dit Souricette.



C'est mercredi.
Elle mange quatre oranges.

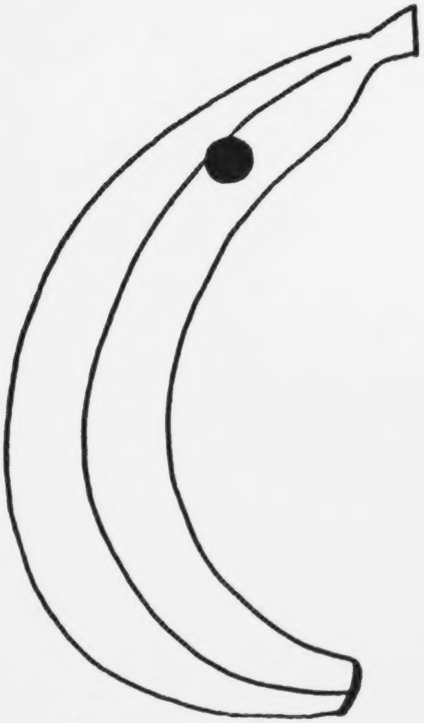


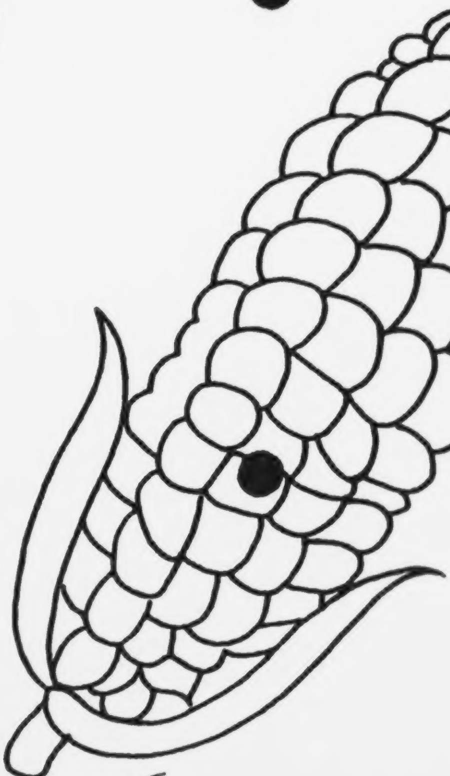
Jeudi, Souricette a encore faim.
Elle mange cinq ananas.

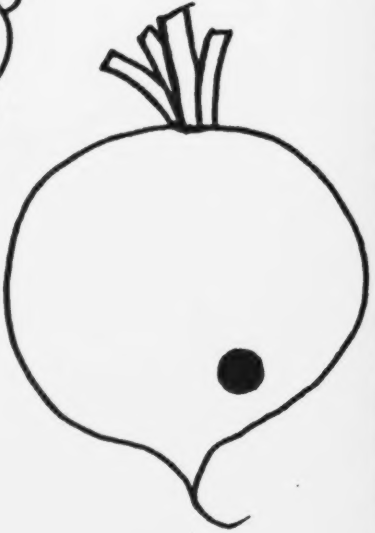


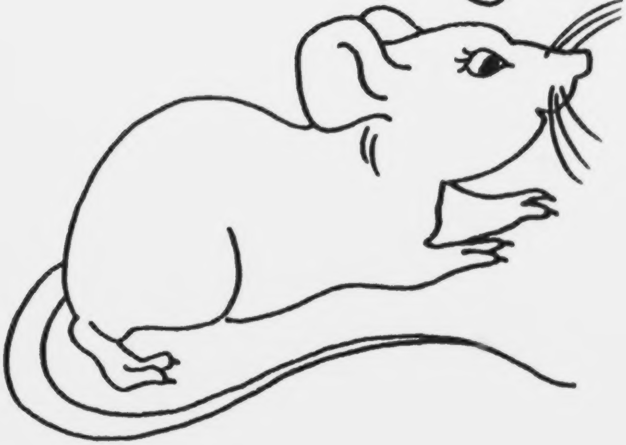
Vendredi, elle mange une, deux, trois, quatre, cinq, six tomates.

«Mmm, c'est bon!» dit Souricette.

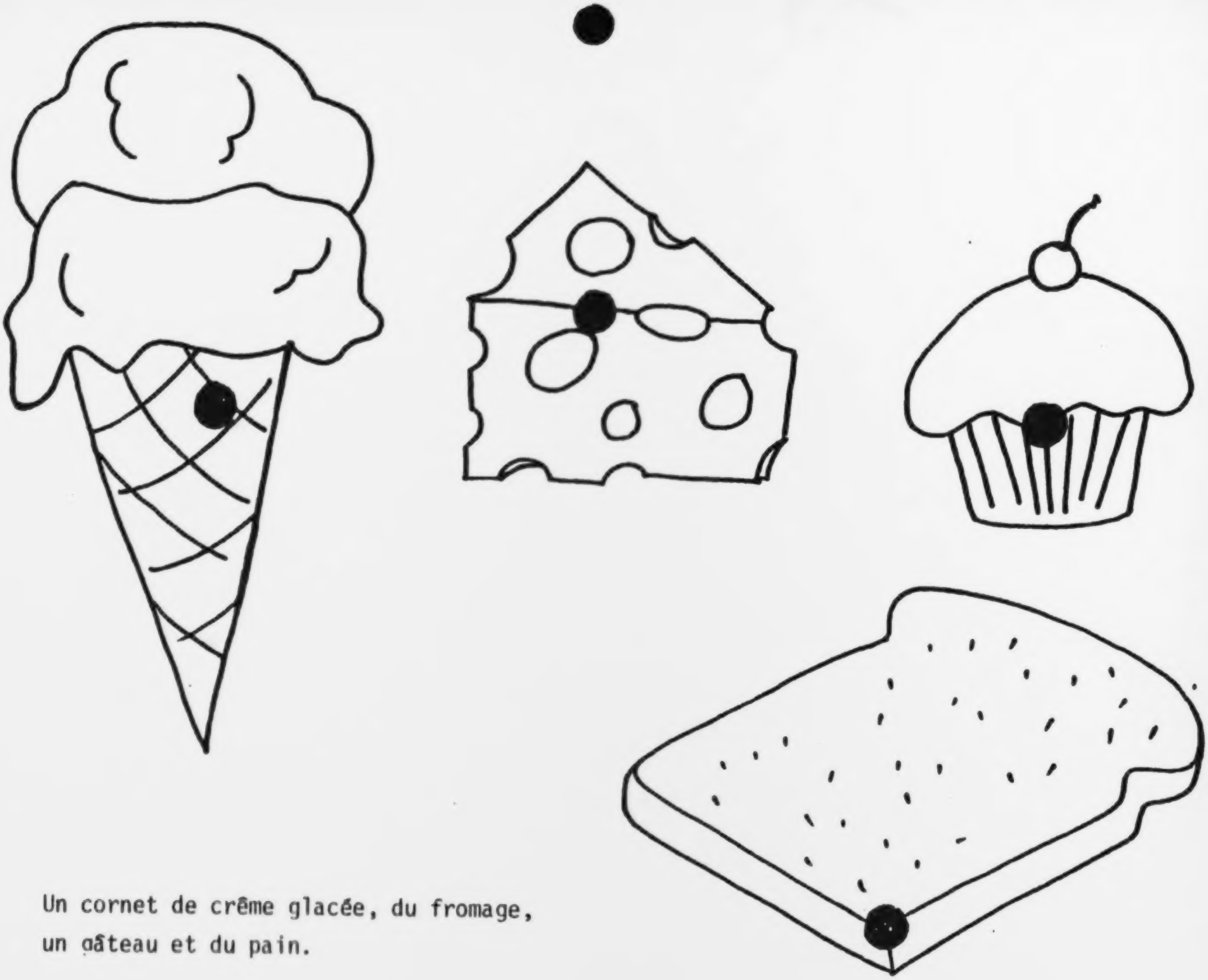






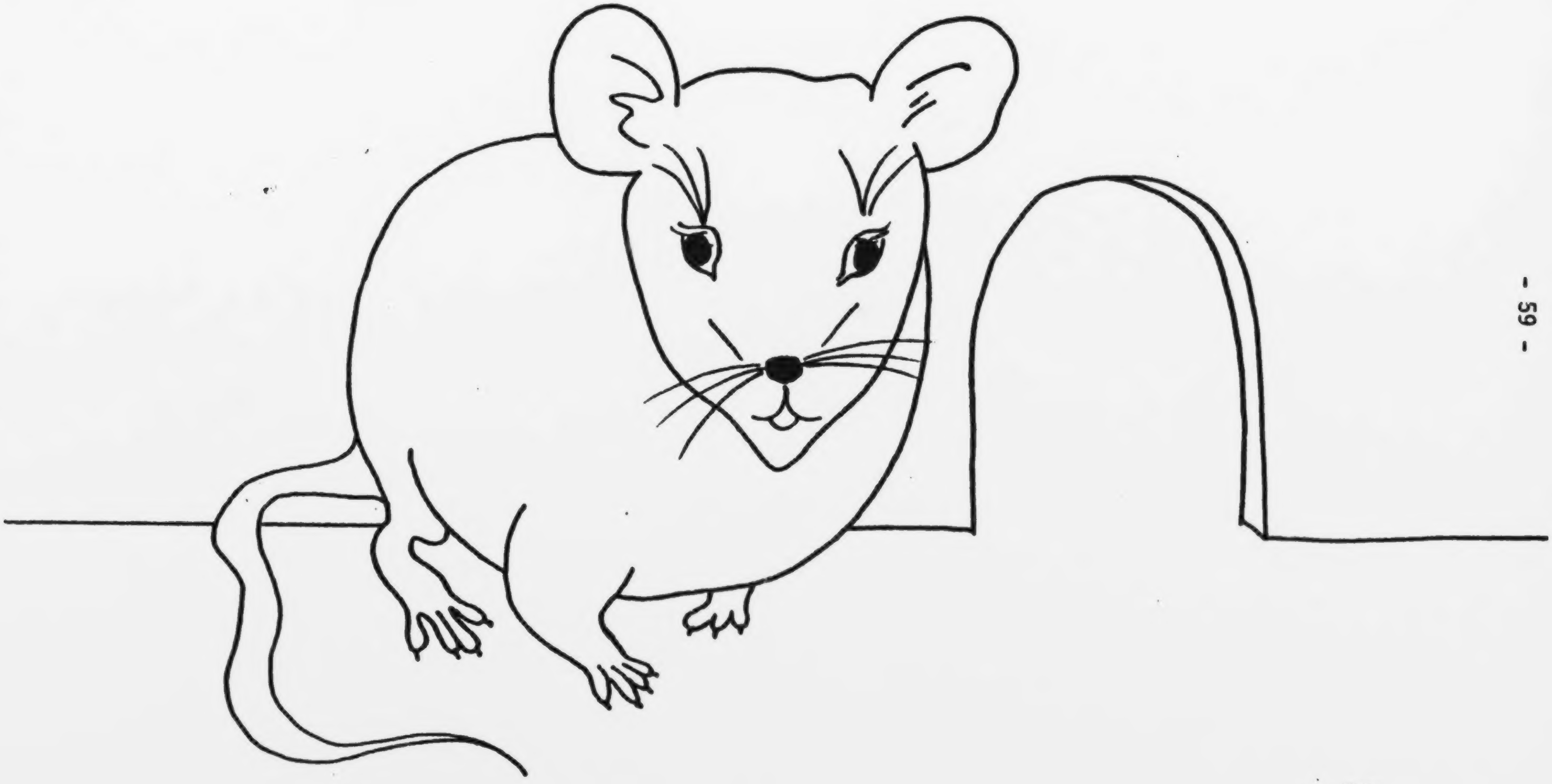


Samedi, Souricette a très, très faim.
Elle mange une banane, du maïs,
une betterave...



Un cornet de crême glacée, du fromage,
un gâteau et du pain.

«Oh, je n'ai plus faim.» dit Souricette.
«Je suis grosse, je suis très grosse.»
«Je suis trop grosse! Oh, Oh!»



8 1

5

LES CHIFFRES

6

2 9

3

0

4 7

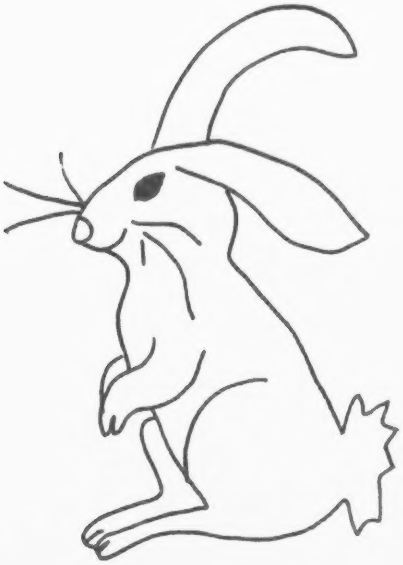
2e année

COMPTINE

Un et un font deux

Un et un font deux.
Voici sa belle queue.
Deux et deux font quatre pattes.
Voici ses belles pattes.

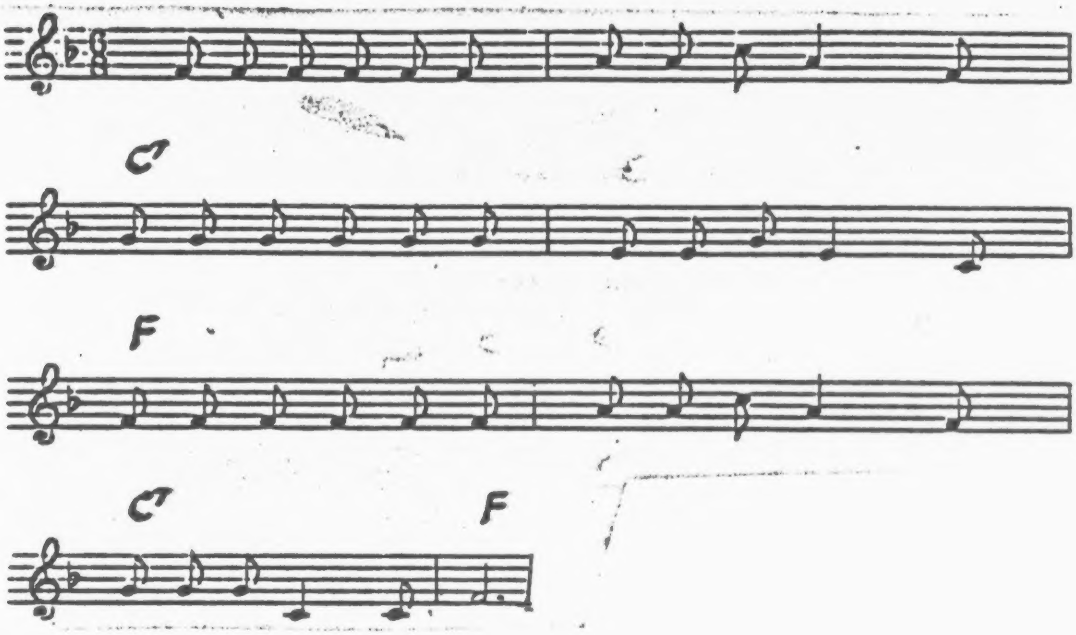
Quel animal est-ce?
(C'est un beau lapin.)



CHANSON

Un petit, deux petits...

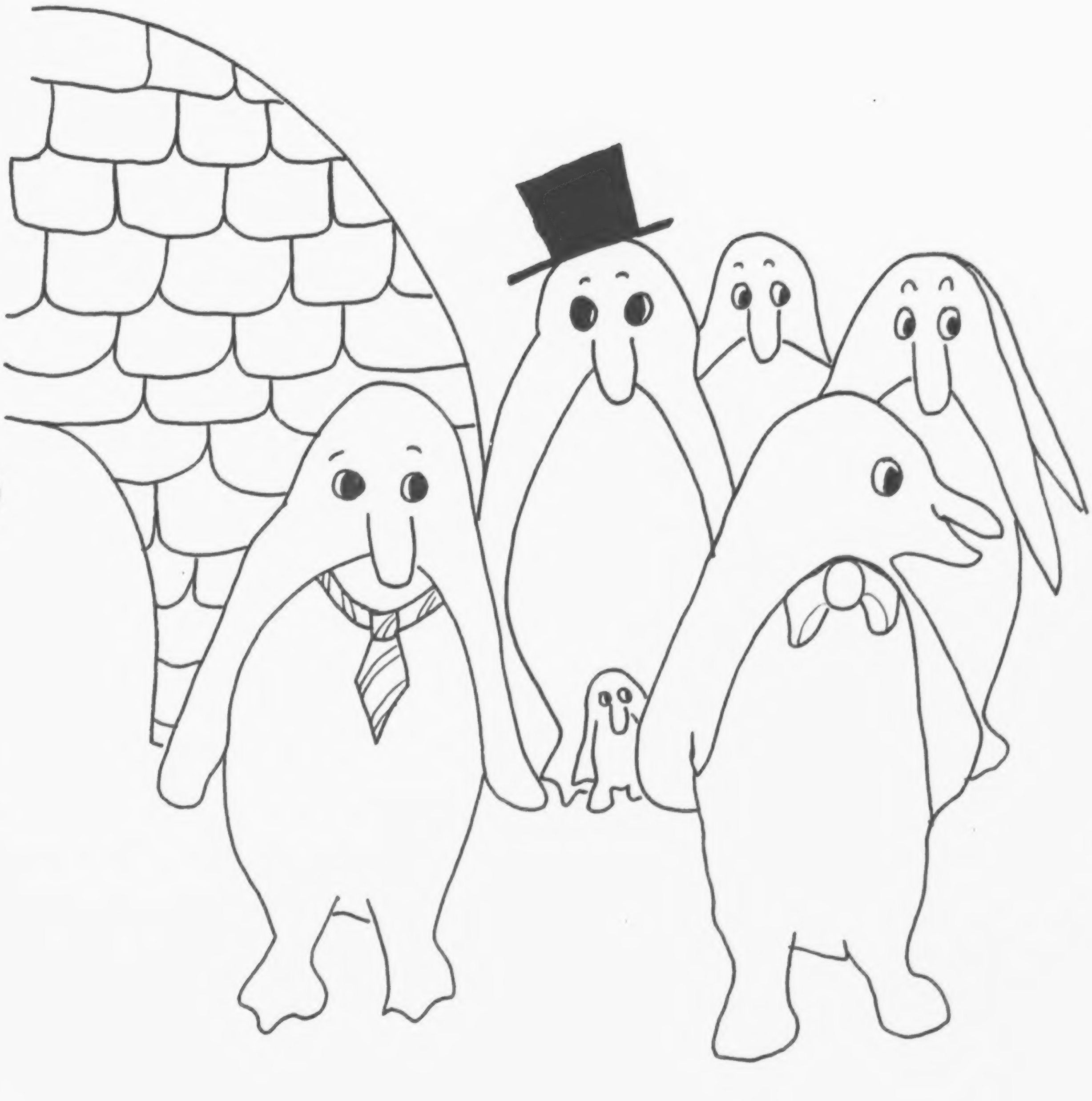
(Tune: 10 Little Indians)



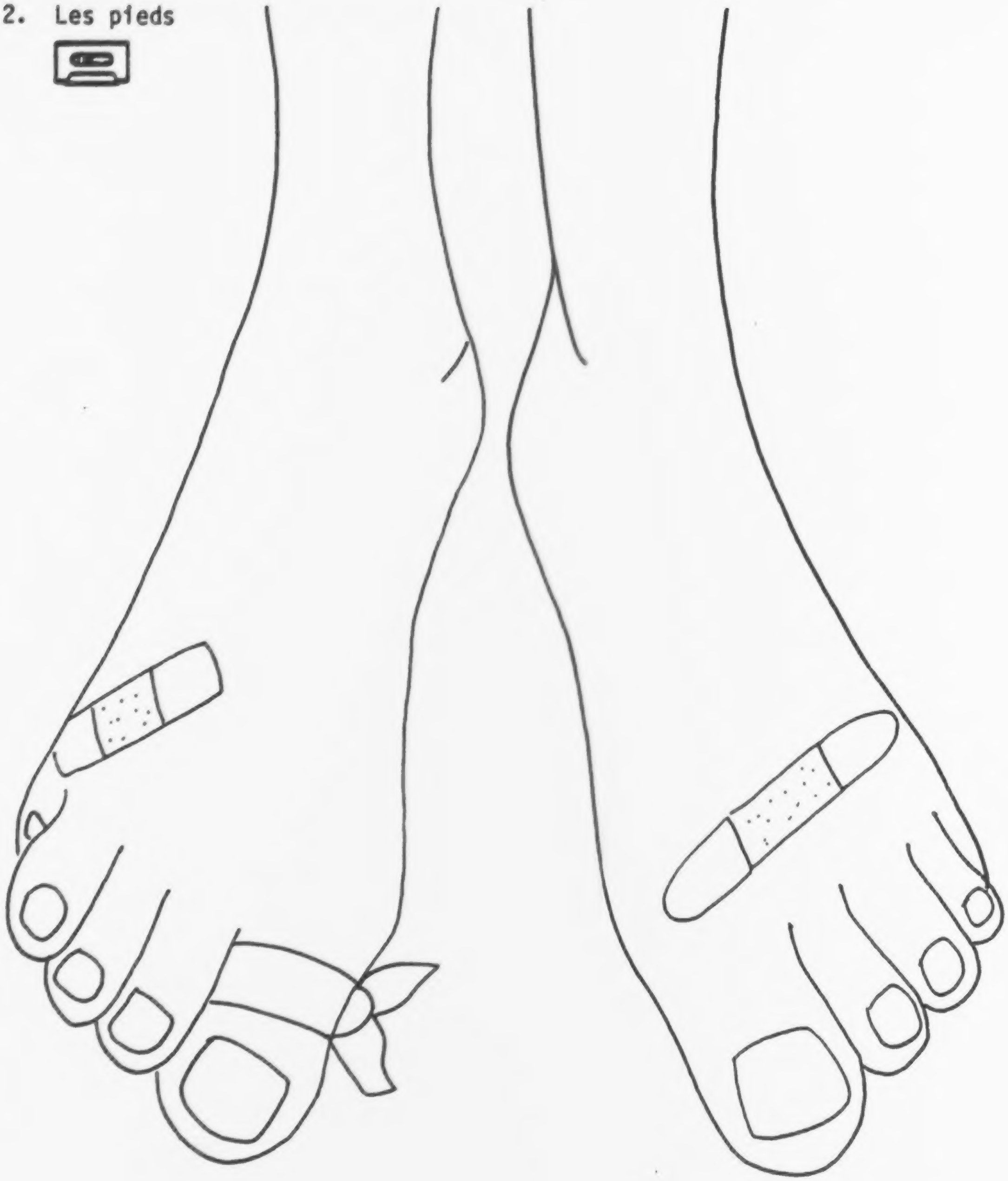
Un petit, deux petits, trois petits pingouins,
Quatre petits, cinq petits, six petits pingouins,
Sept petits, huit petits, neuf petits pingouins,
Dix petits pingouins là! Dix petits, neuf petits,
Huit petits pingouins, sept petits, six petits,
Cinq petits pingouins, quatre petits, trois petits,
Deux petits pingouins, un petit pingouin là!

See flashcard on following page.

TO BE USED AS A FLASHCARD:



2. Les pieds



Un kilomètre à pied, ça use, ça use.

Un kilomètre à pied, ça use beaucoup les pieds.

Deux km., trois km., quatre km., etc.

CHANSONS

3. Les numéros (11 à 20) (Tune: Frère Jacques)

11, 12, 13 (x 2)

14, 15 (x 2)

16, 17, 18 (x 2)

19, 20 (x 2)

For variety:

After the students have learned the song and sung it in unison, the teacher may wish to sing the first line and have the students echo, and vice versa. Later the boys may begin and the girls echo, and vice versa.

JEUX

To reinforce the numbers

1. "C'est combien?"

Materiel needed: use objects readily available and/or appropriate to the season. e.g. acorns, buttons, pebbles, marbles, pennies, bottle caps, etc.
- clear plastic bag or jar

Student places his hand in the jar or bag and eyes closed, tries to grab as many objects as possible. Since the number of objects in his hand corresponds to the number of points gained for his team, he is encouraged to get as many objects as possible. He must count the objects before his score is placed on the board.

2. "Effacez"

Duplicate columns of numbers are put on board.
For example:

8	2
12	4
2	8
4	12

Teacher calls up a member of each team. Each holds brush. Teacher say "Effacez le 2". First student to erase the correct number wins points for his team.

VARIATION: instead of calling "effacez", teacher calls "touchez le numéro..."

3. Ladder Game

Two pupils, one from each team, come to the board where the ladders are drawn. Teacher calls out 3 numbers in any order (e.g. 19, 6, 21). The pupil who gets them on the ladder first in the order called out, gets the point.

4. "Un" appelle "dix"

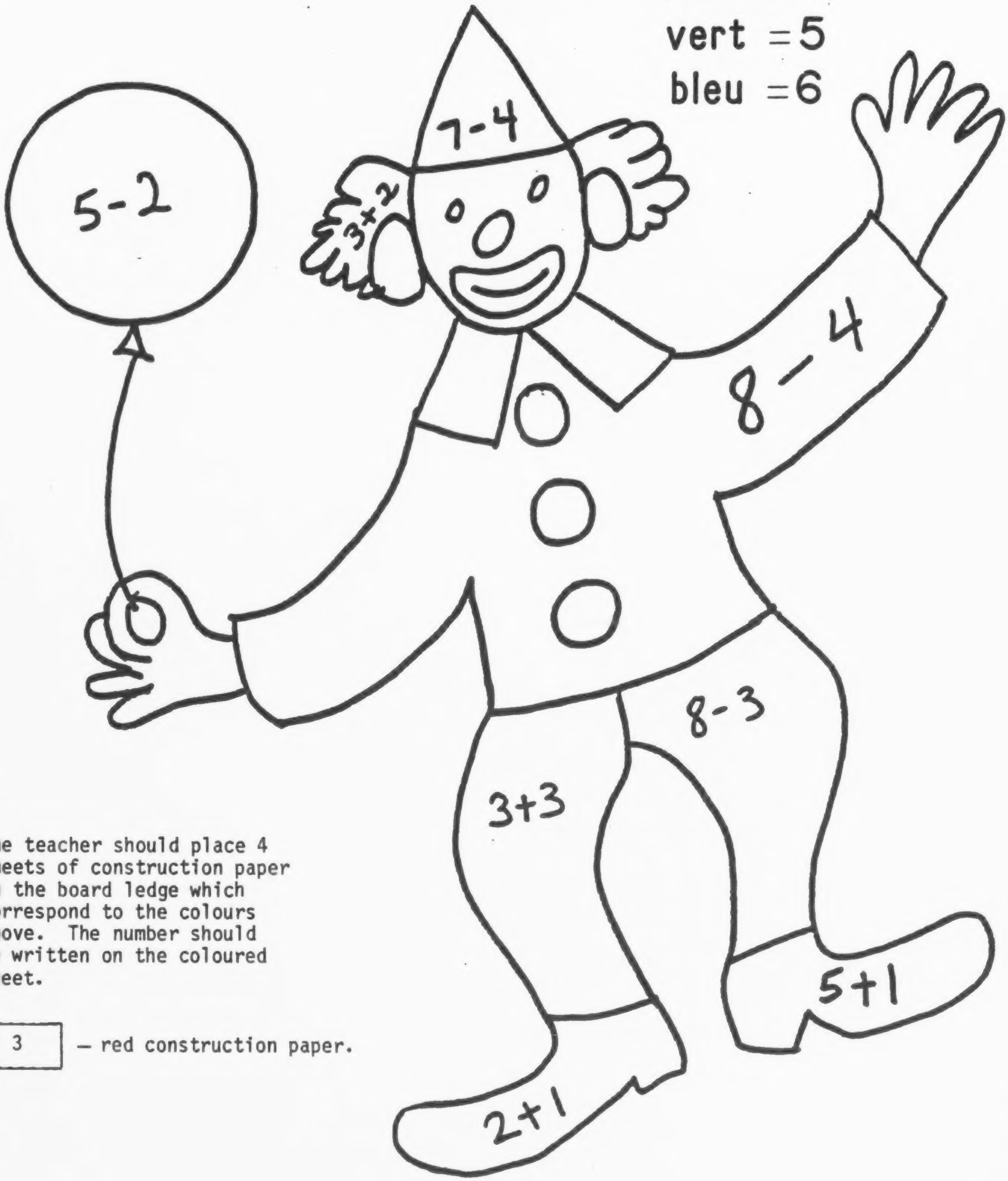
The teacher divides the class into two teams. Each team lines up facing the other team. She numbers the two teams numerically (example: 1, 2, 3...15) so that the two teams are identical. The teacher* calls out a magic number. If the number is 3, for example, then number 3 child on team A begins the game. This child now says: "Trois appelle cinq" (number of his choice between 1 - 15). "Student 5" on team B continues with "Cinq appelle douze" and the relay goes on until everyone has had a turn.

---

* Instead of the teacher always starting a game, the winner of a previous game may call out the magic starting number. If no previous winner is available, the teacher may wish to choose a student by using "am stram gram" (see page 21).

ACTIVITÉS

rouge = 3
jaune = 4
vert = 5
bleu = 6



The teacher should place 4 sheets of construction paper on the board ledge which correspond to the colours above. The number should be written on the coloured sheet.

3 — red construction paper.

ACTIVITÉ

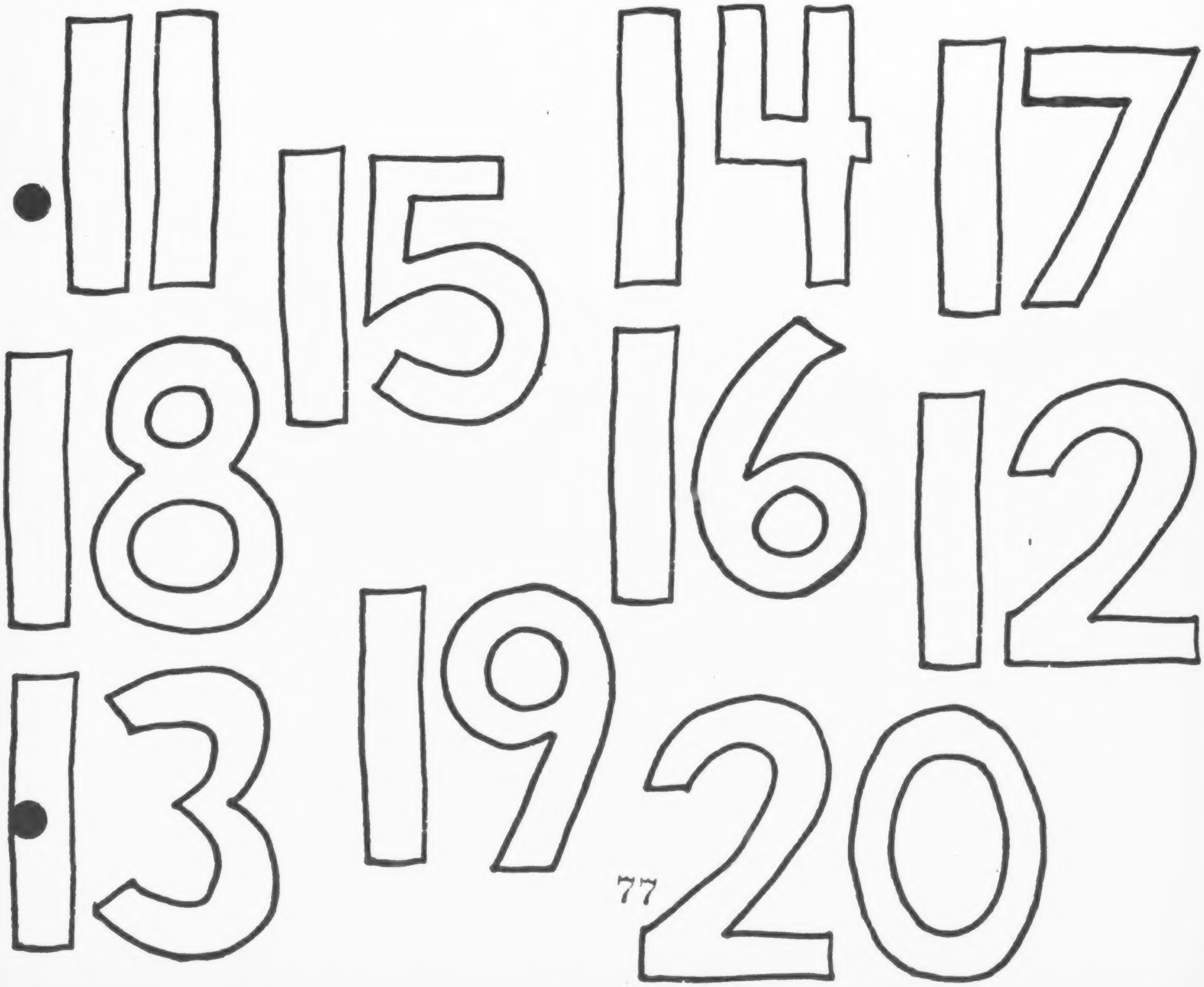
Reviewing the numbers from 11 to 20 and reviewing the basic colours.

Listening/Comprehension exercise:

The teacher calls out a number and a colour. Students colour the correct number as directed.

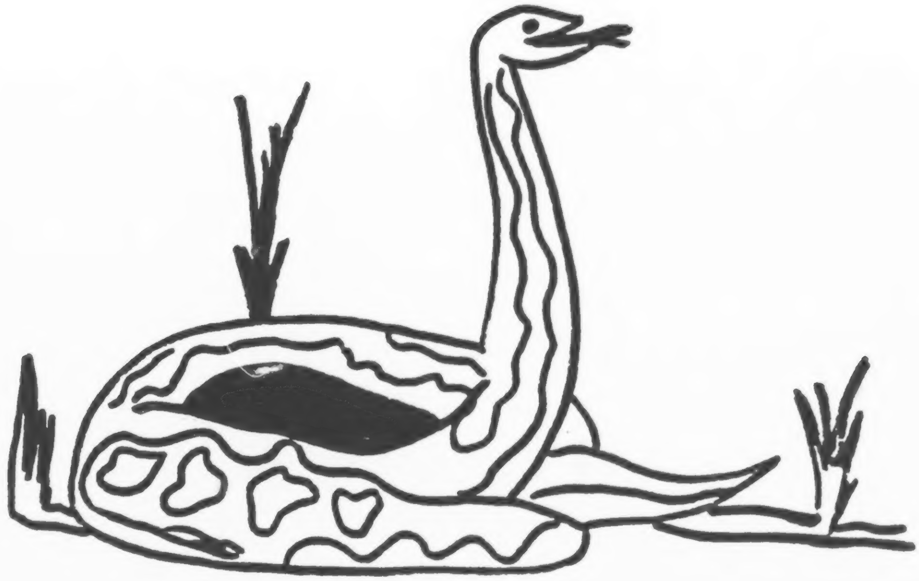
Oral practice:

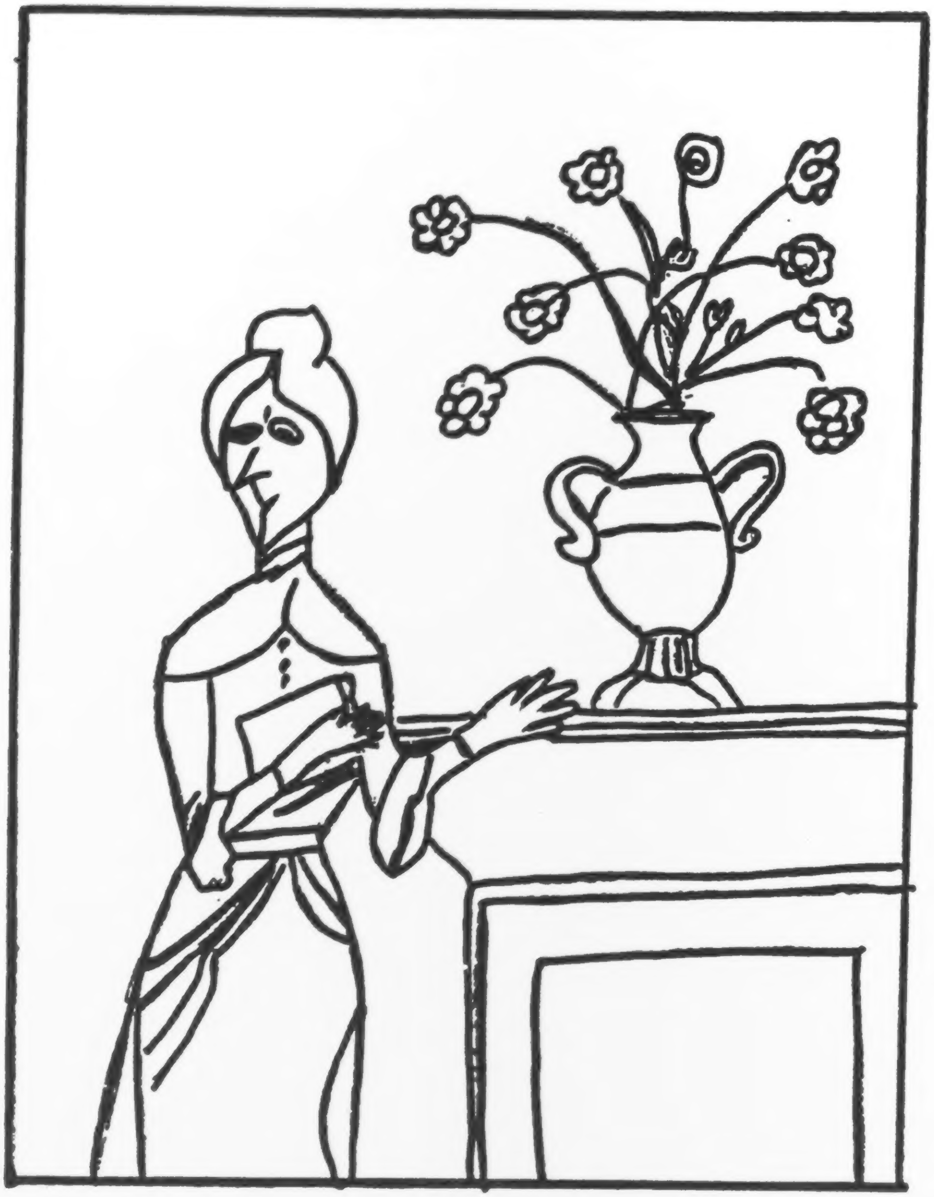
To correct this exercise the teacher could practice the structures:
i.e. "Susan, montre-moi numéro 13. C'est quelle couleur?
Student answers: "Voici numéro 13. C'est rouge."



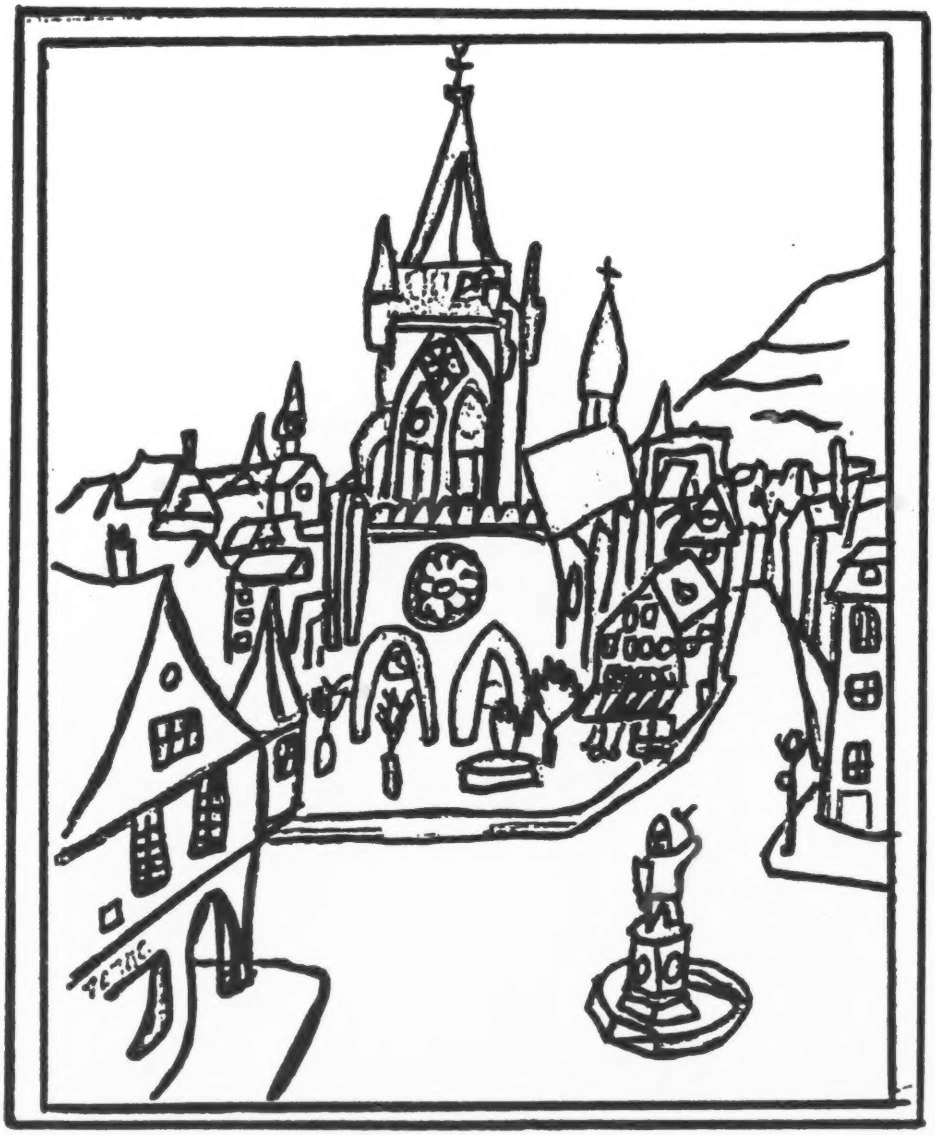
CONTE

SUZIE LE SERPENT





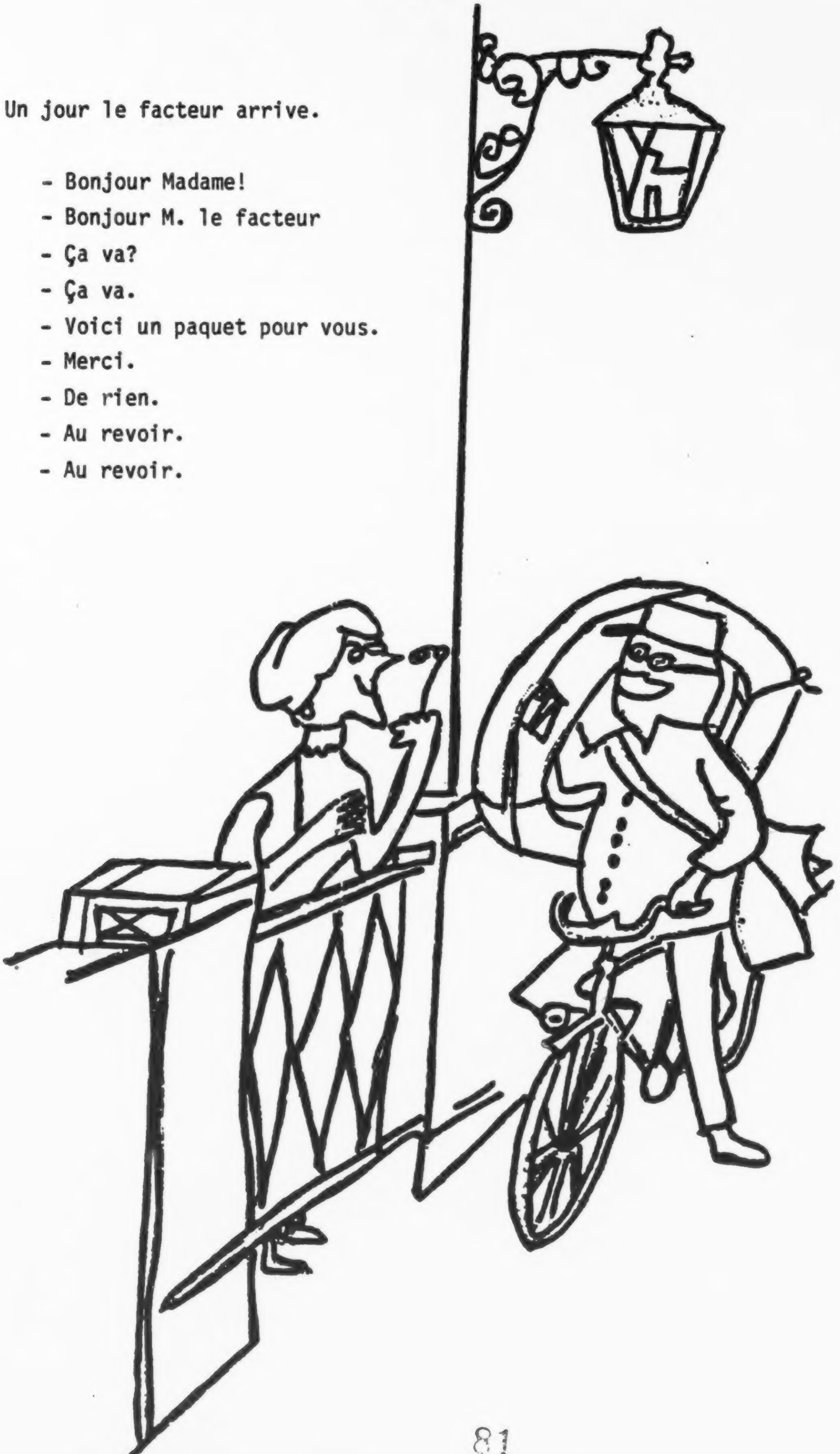
Voici Madame Bodot.

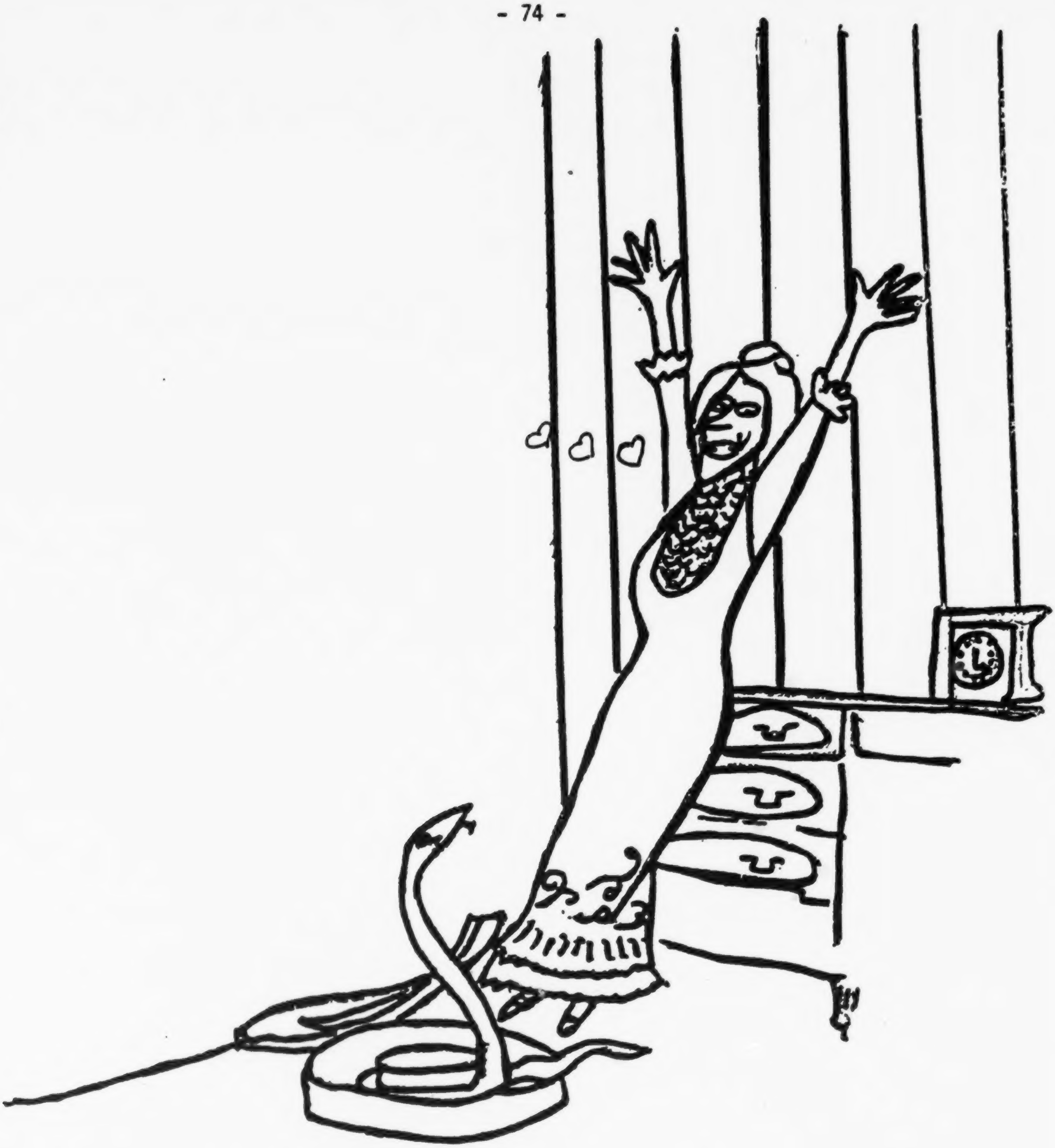


Madame Bodot demeure dans un petit village.

Un jour le facteur arrive.

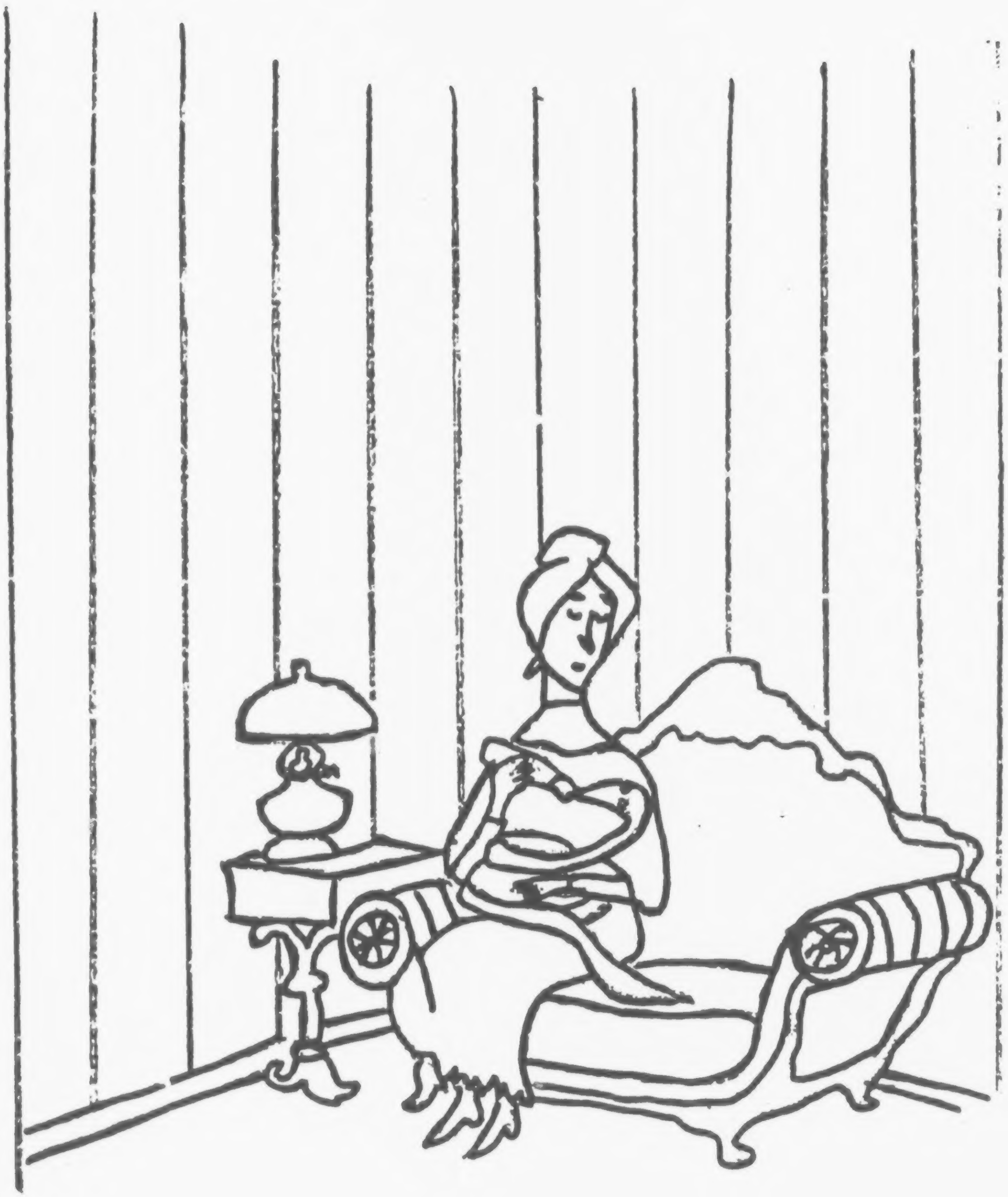
- Bonjour Madame!
- Bonjour M. le facteur
- Ça va?
- Ça va.
- Voici un paquet pour vous.
- Merci.
- De rien.
- Au revoir.
- Au revoir.



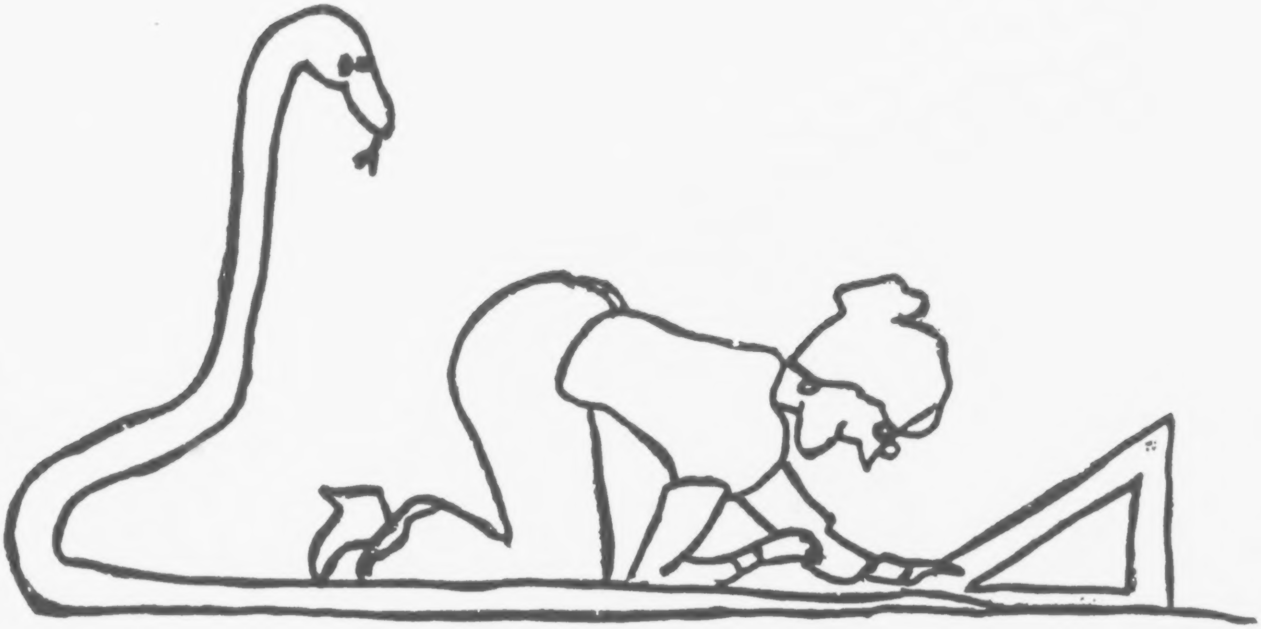


Madame Bodot ouvre le paquet.
- Oh là! là! Un serpent!
- J'aime les serpents.

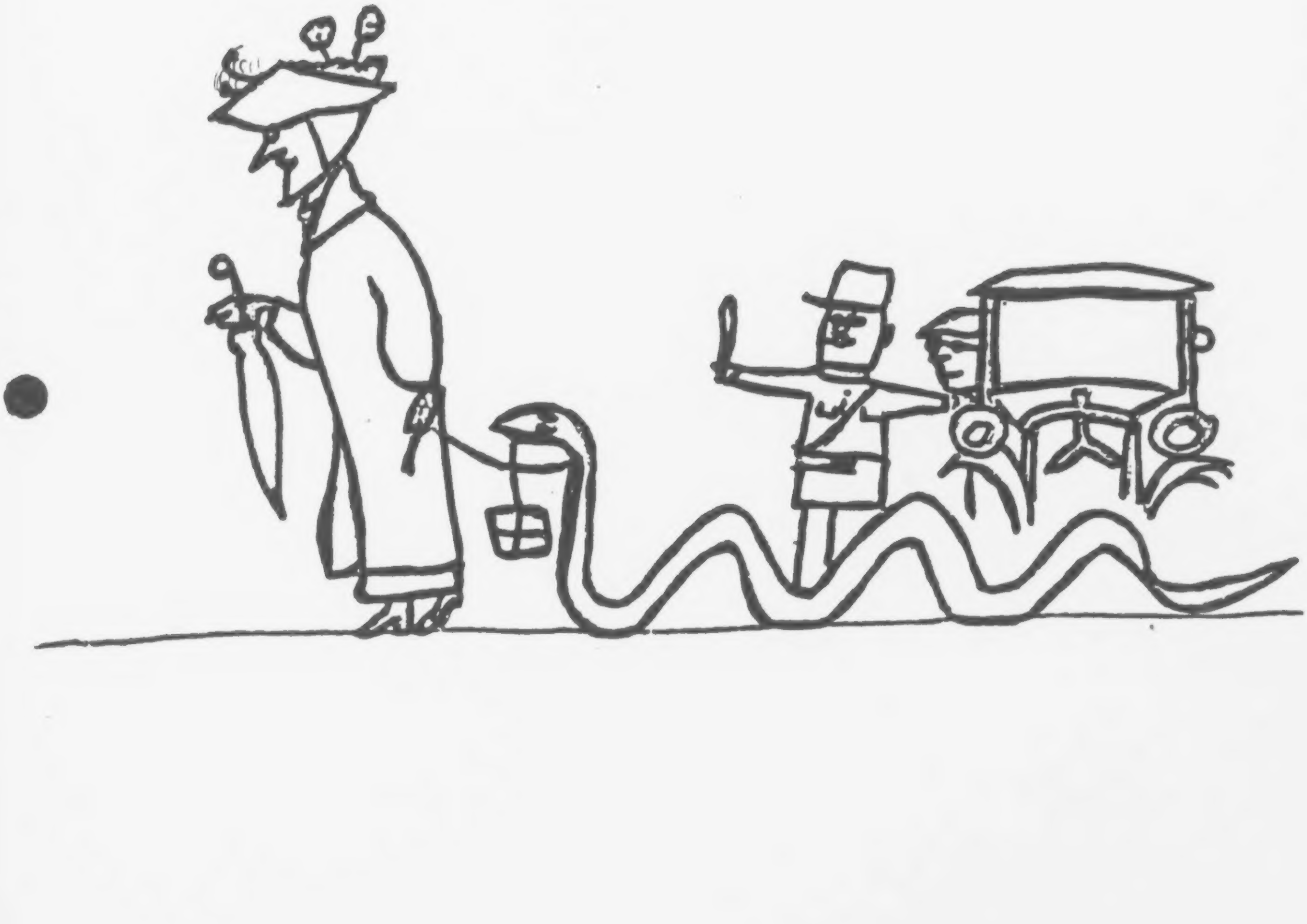
Madame Bodot pense...et pense...et pense...à un nom.
- Hmm...Jeanne? -non!...Marie? -non!
- Ah! Suzie! Oui, tu es Suzie!



Suzie le serpent mange...et mange...et mange.

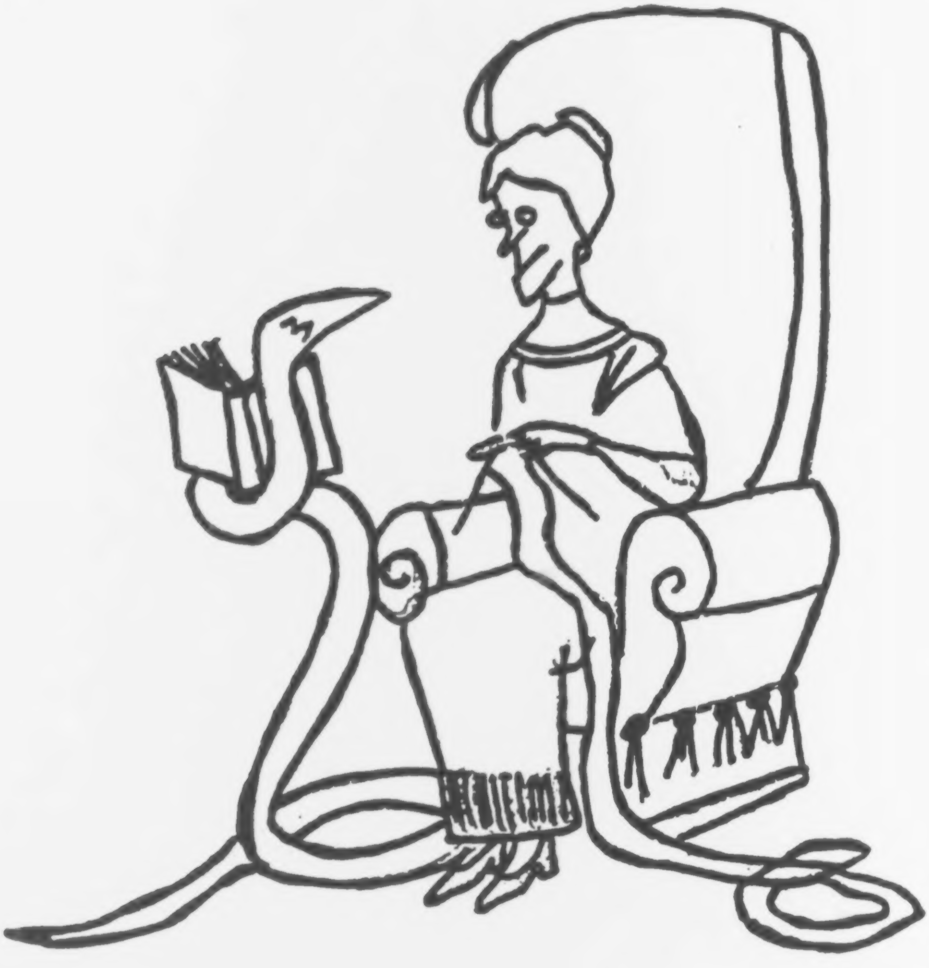


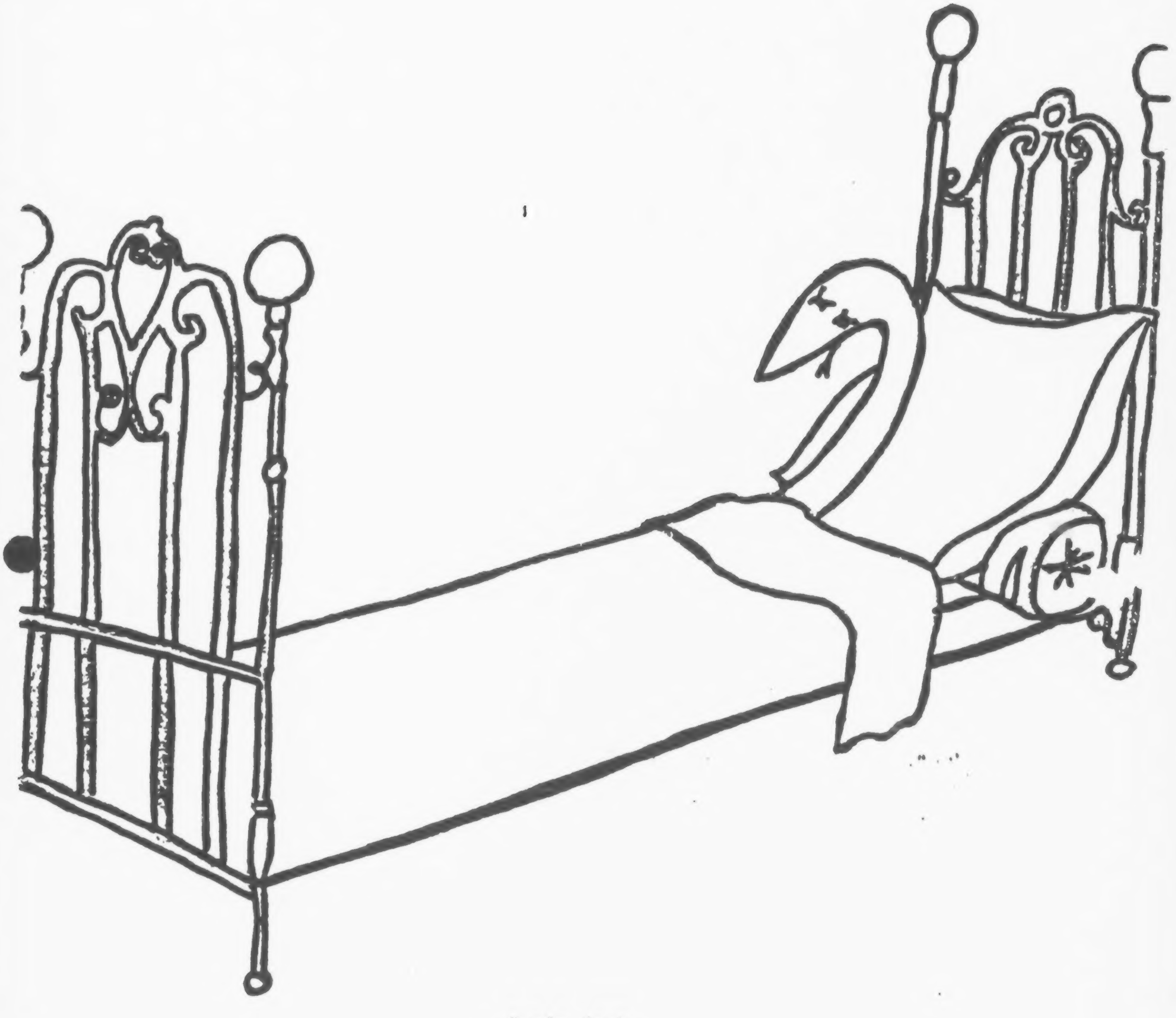
"Oh! là, là! dit Madame Bodot. "Suzie est très longue!"



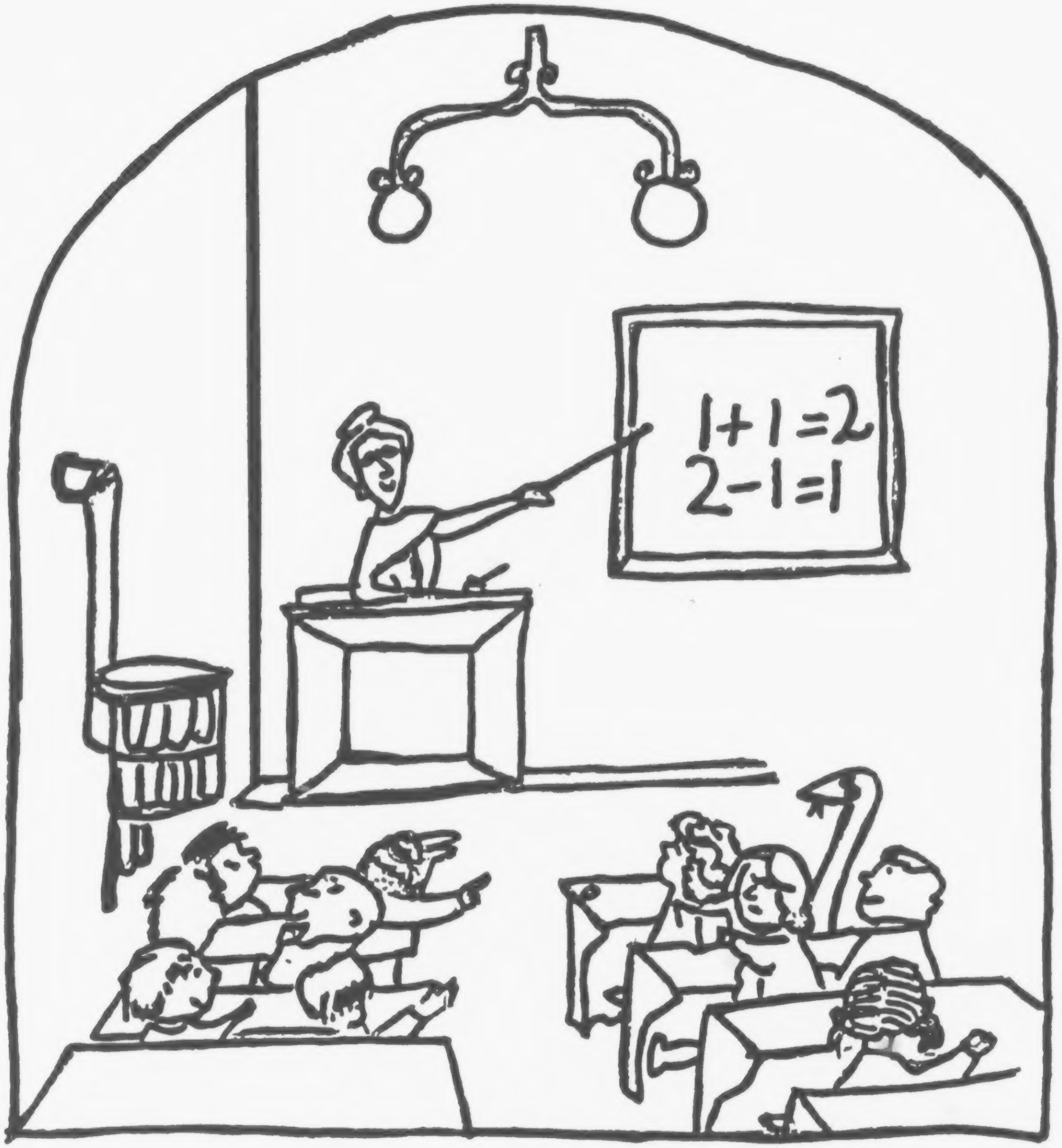
Madame Bodot marche, Suzie marche.

Madame Bodot tricote un chandail pour Suzie.
- Voici un chandail Suzie.
- Merci, Madame.
- De rien.





Suzie dort.



Suzie va à l'école. Les enfants disent: "Oh là! là! un serpent!"

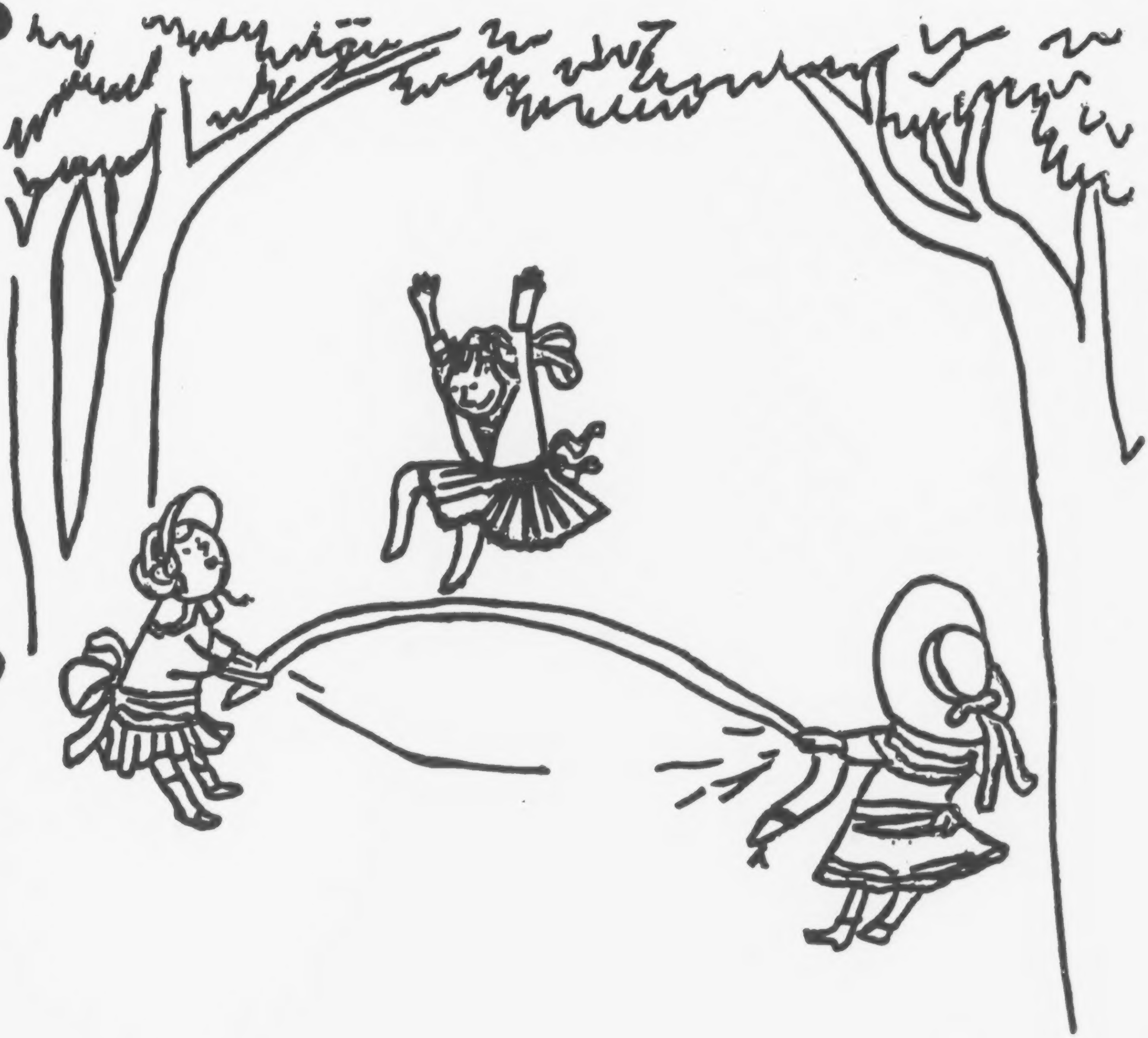
Madame Bodot: "C'est Suzie!"

Les élèves: "Bonjour, Suzie."

Suzie: "Bonjour, mes amis."

Les élèves: "Ça va?"

Suzie: "Ça va."

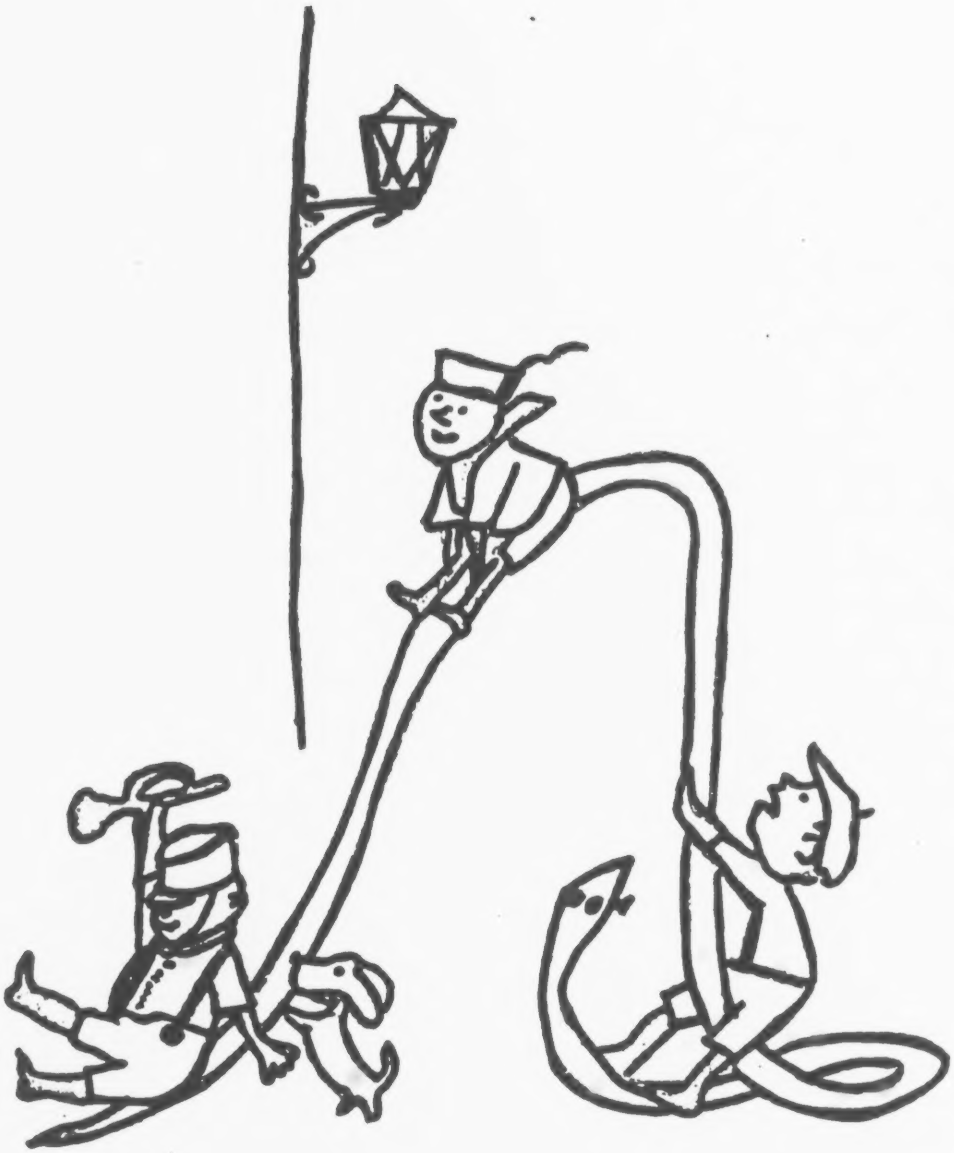


Suzie aime les filles.

Suzie joue avec les filles.

Les filles sautent à la corde.

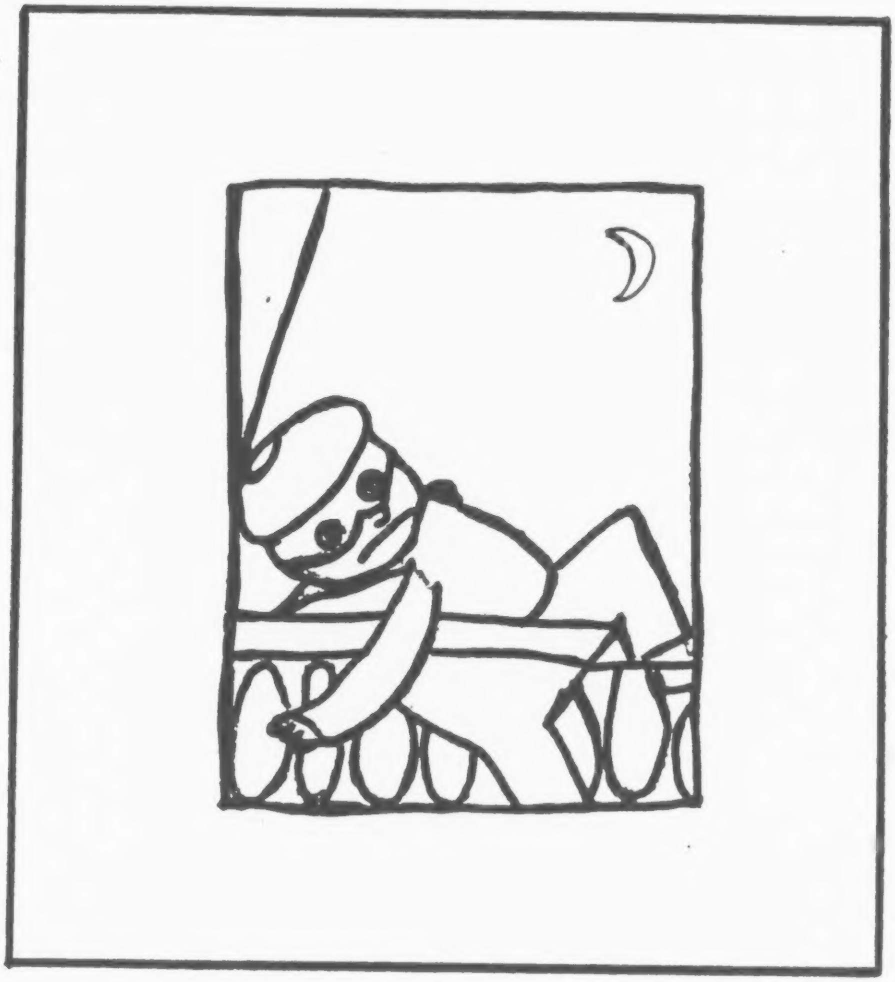
Suzie est la corde.



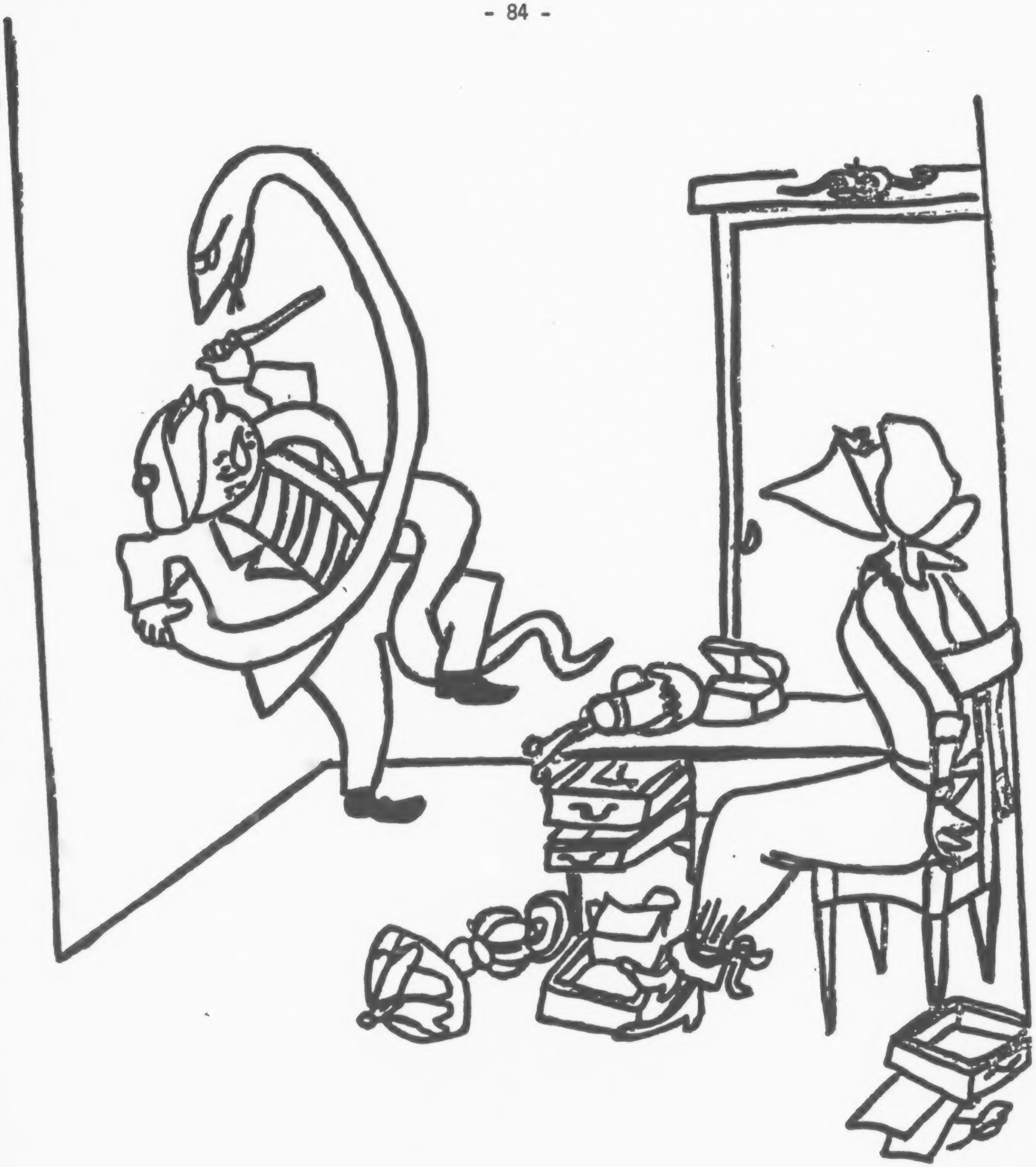
Suzie aime les garçons.

Suzie joue avec les garçons.

Les garçons glissent sur Suzie.

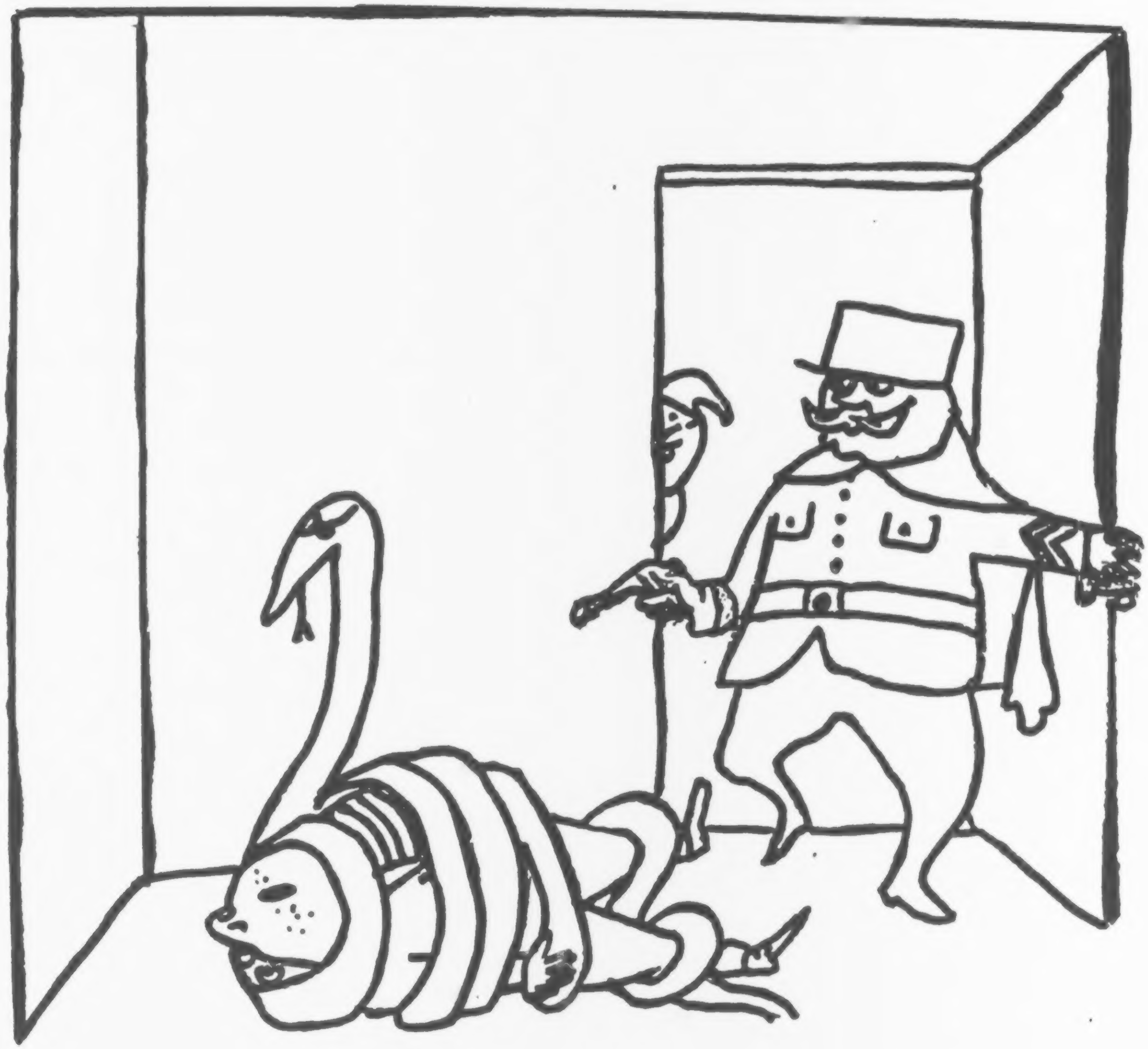


Un soir un méchant voleur arrive.

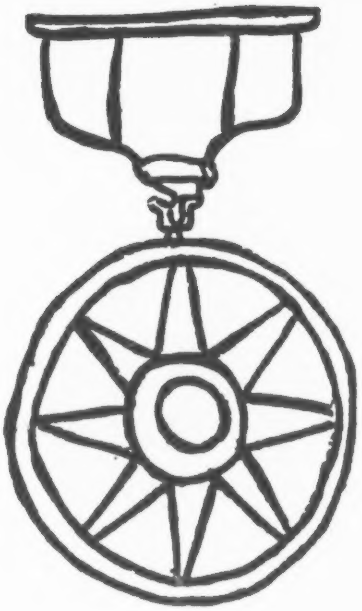


Madame Bodot crie: "Au secours! Au secours!"

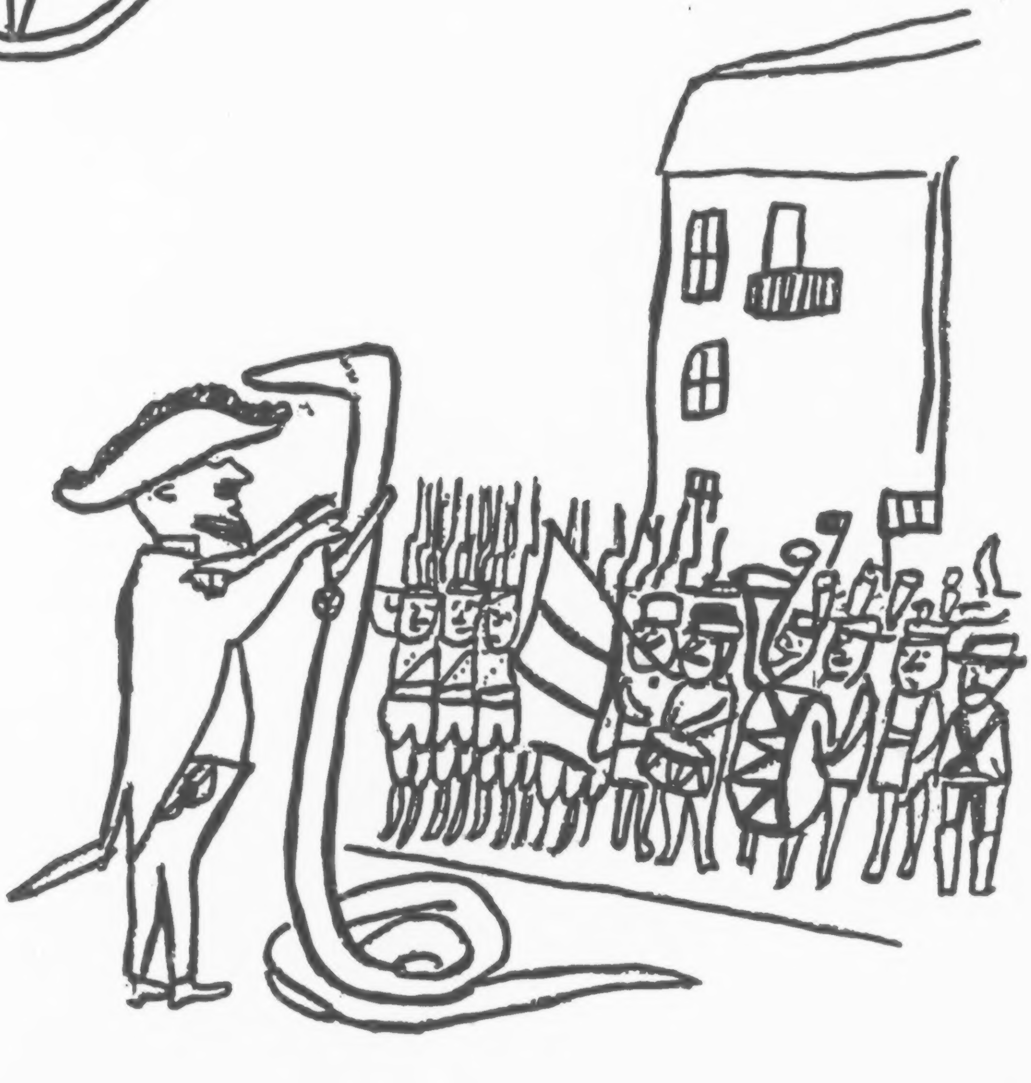
Suzie attaque le méchant voleur.



Le policier arrive. "Bravo Suzie! Bravo Suzie!"



Un monsieur donne une médaille à Suzie.
- "Voici une médaille Suzie."
- "Merci Monsieur!"
- "De rien!"



OCTOBRE

Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. La salle de classe
2. Les fruits et les légumes
3. L'Action de Grâces
4. L'automne
5. L'Hallowe'en

A
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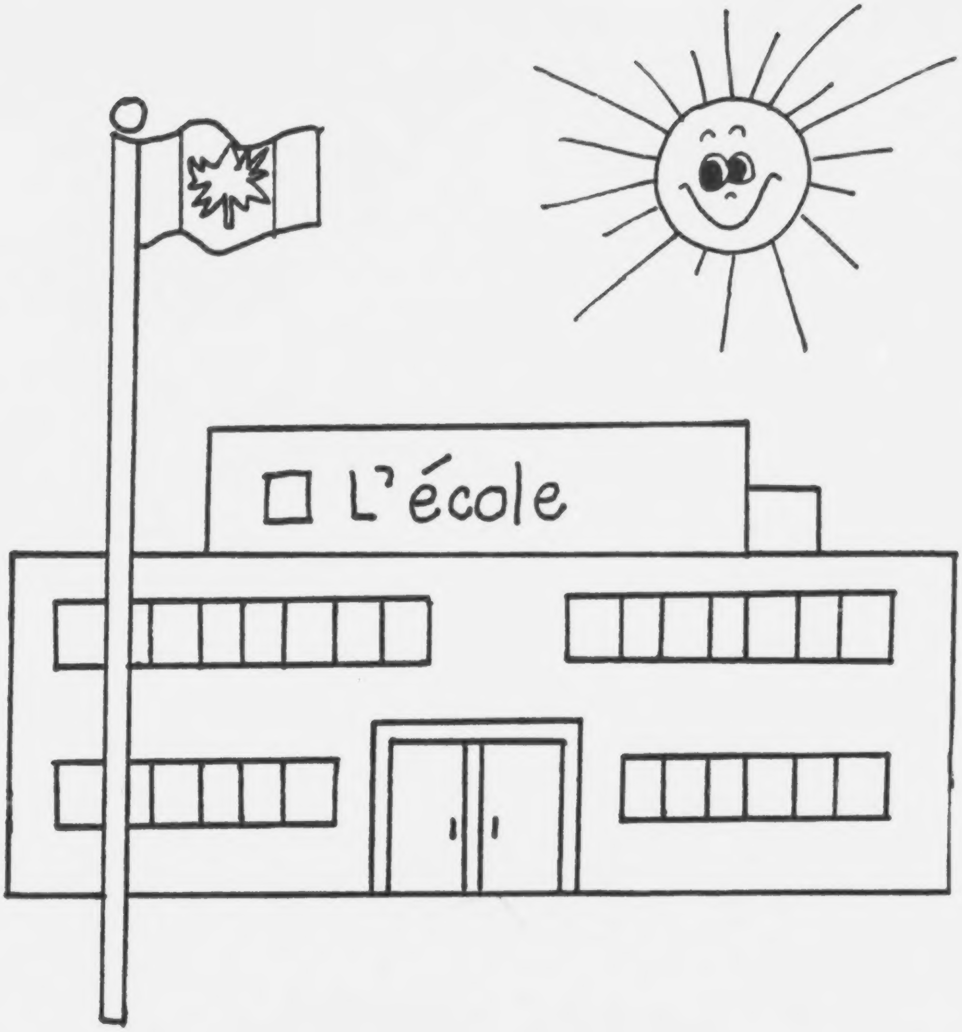
LA SALLE DE CLASSE

2e année

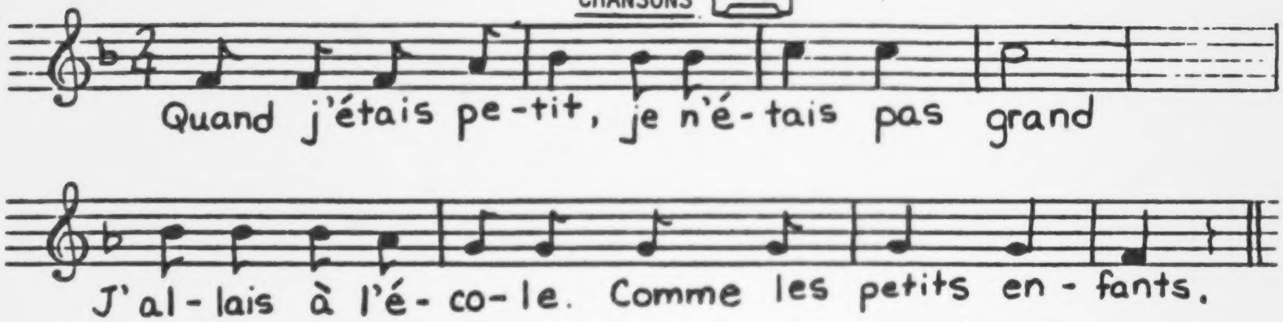
COMPTINE

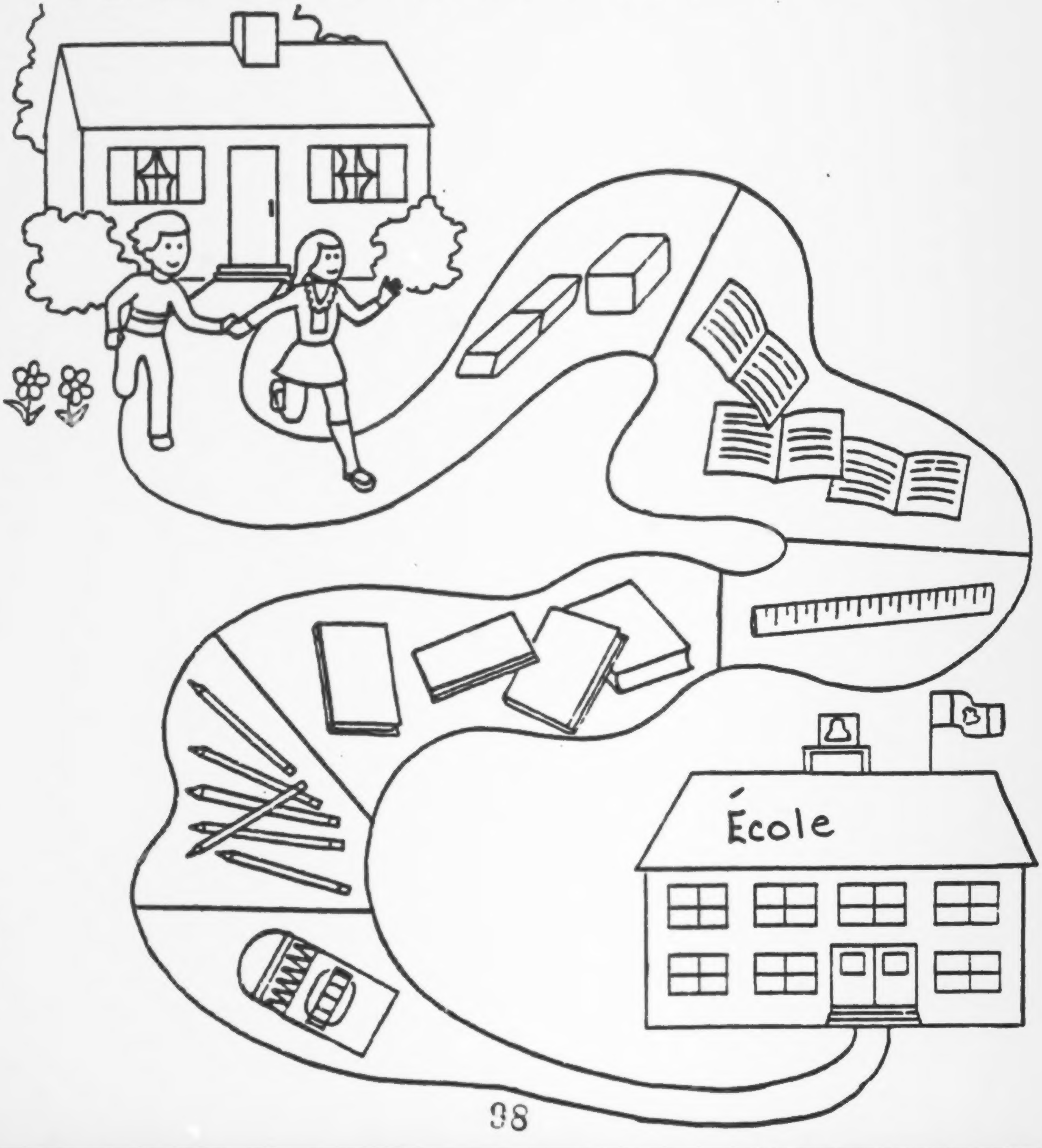
À l'école:

Lundi, lundi à l'école
Voici mon amie Nicole
Avec Georges et Marie
Nous allons jouer aux billes.



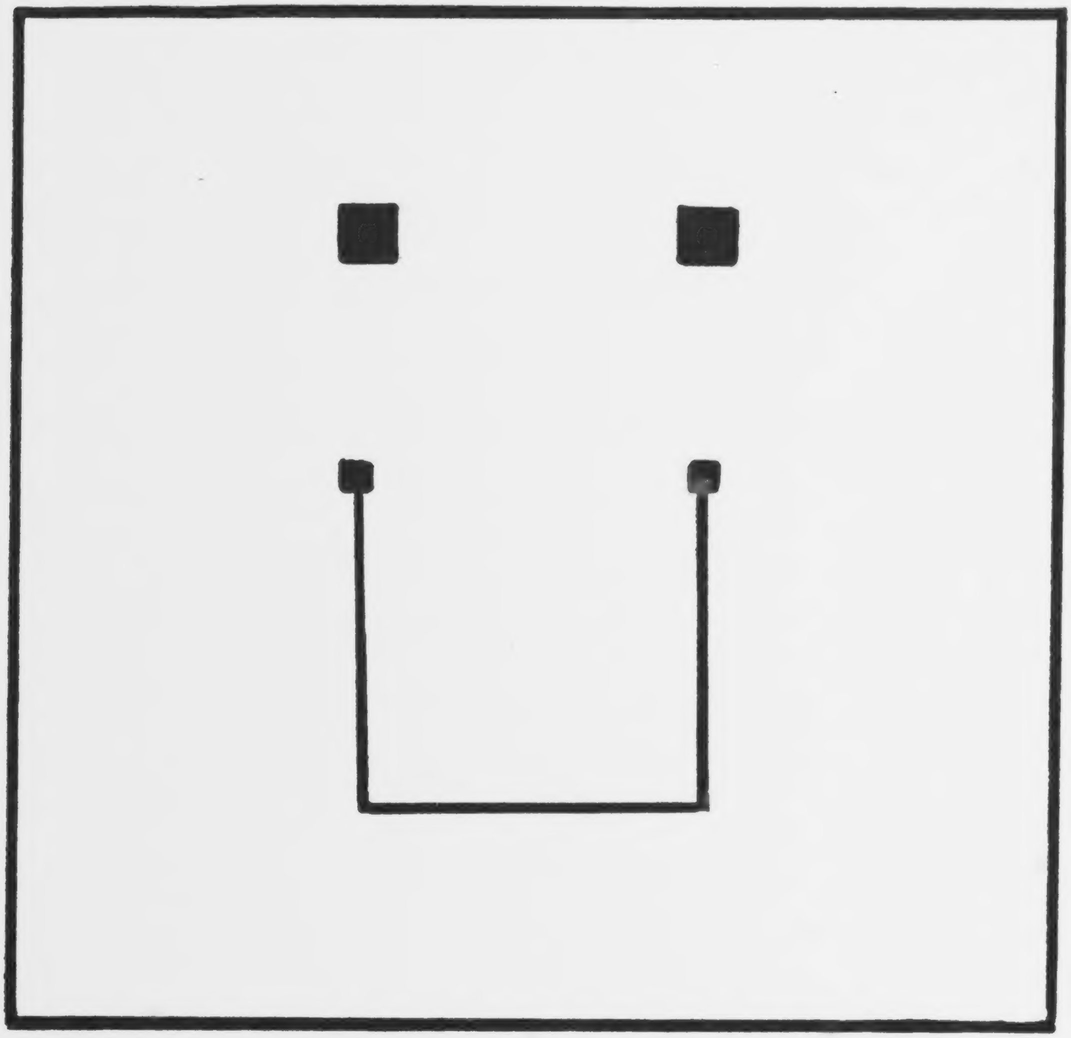
CHANSONS


Quand j'étais pe-tit, je n'é-tais pas grand
J'al-lais à l'é-co-le. Comme les petits en-fants.

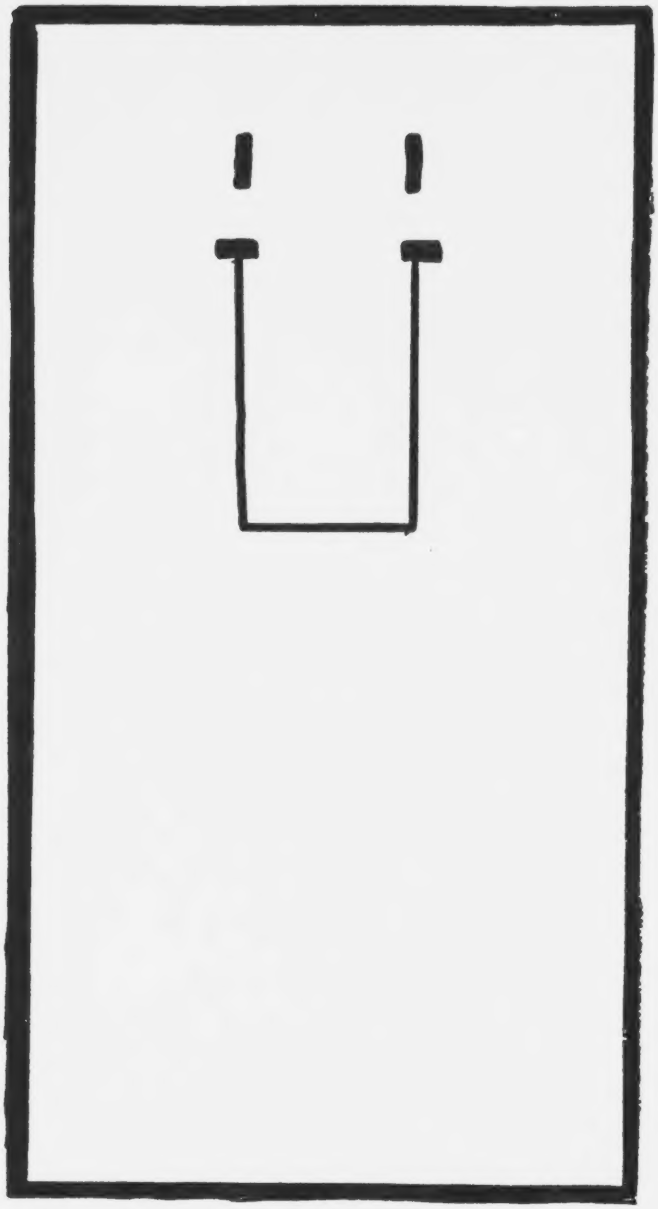

École

TO BE USED AS A FLASHCARD.

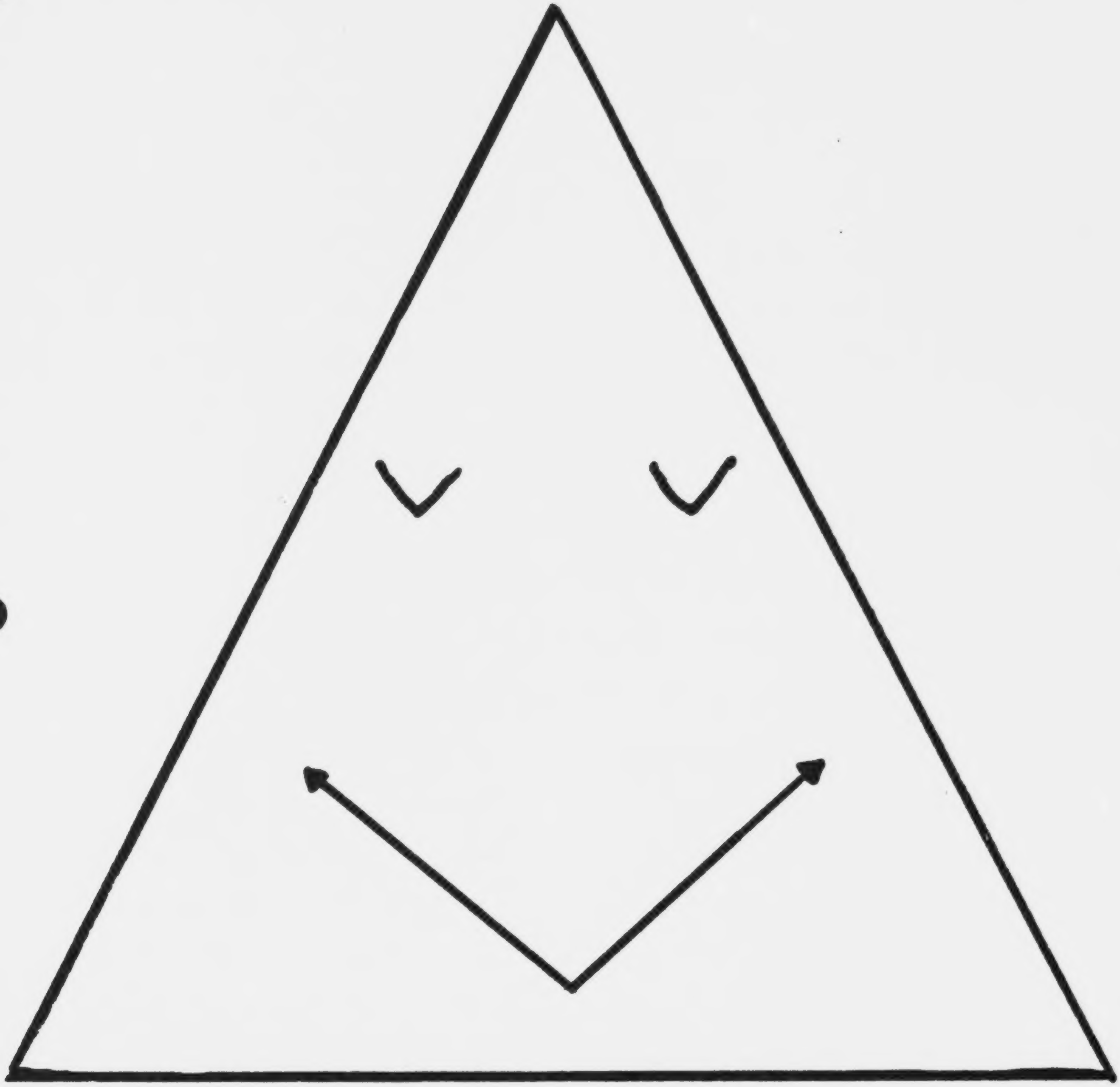
To practice the structures "C'est..." et "Ce sont..."



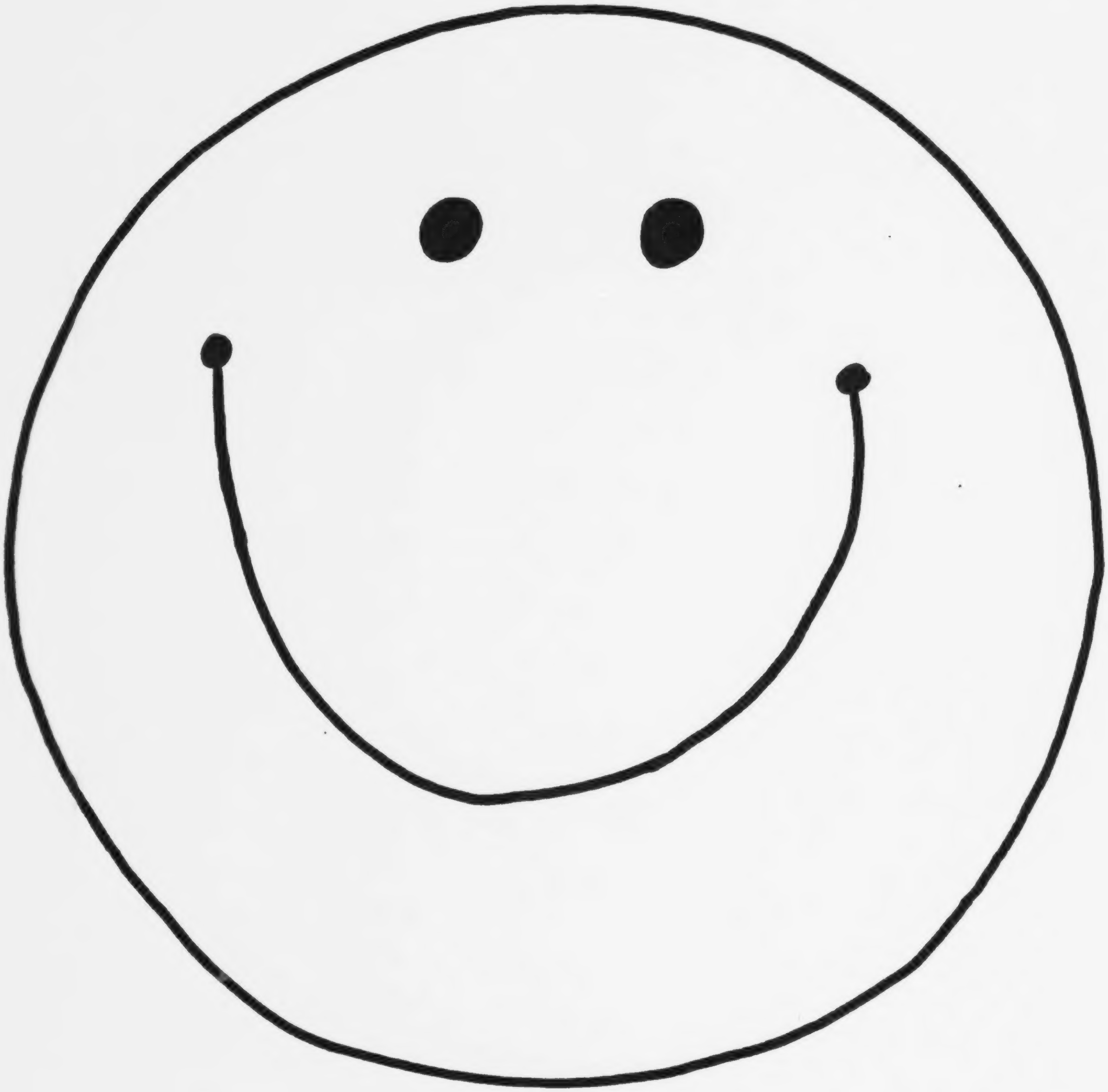
C'est } un carré.
Voici }



C'est
Voici } un rectangle.



C'est } un triangle.
Voici }



C'est } un cercle.
Voici }

JEU

To review classroom objects

1. Memory Game

Materials needed: several classroom objects.

Pick five objects from the classroom and show them to the class. Have the students repeat the objects in French. Then hide the objects and pick students to try to say as many of the five objects as they can. If they can say them correctly in French, they can get their name on the board or win a prize.

Later to make it more chanllenging, increase the number of objects to be remembered.

Example

les crayons

la gomme

le livre

les stylos

le cahier

la rẽgle

la craie

les crayons de couleurs

etc...

Variation:

A student comes to the front and removes one object. He calls upon another student to provide the correct answer. If this second student answer correctly, he now replaces the first student. And the game continues.

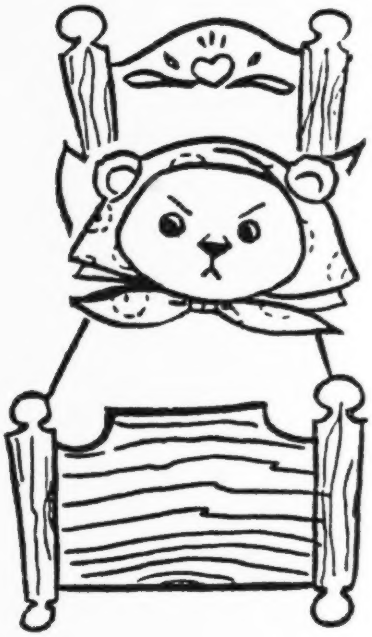
LES FRUITS
ET
LES LÉGUMES

2e année

COMPTINE

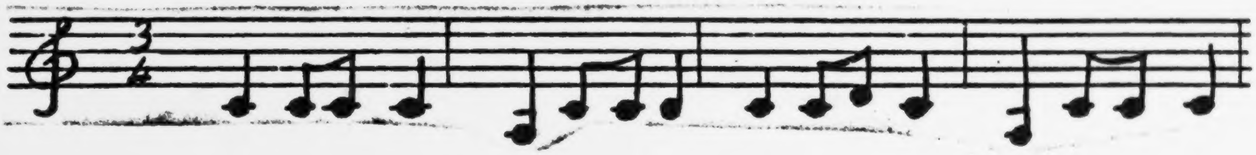
Petite ours

Petite ours est bien malade.
La voilà dans son lit.
Elle a mangé dix salades.
Six bananes et cent radis.



CHANSONS

Rime pour sauter à la corde



Mélodie à répétition continue.

À la salade - Je suis malade.
Au céleri - Je suis guéri(e).
Au haricot - Je saute bien haut.
Au p'tit raisin - C'est ton tour, viens!

JEUX

1. The teacher is encouraged to bring as many real or plastic fruits and vegetables to the classroom to present and review this vocabulary.

2. "Touchez, touchez-devinez!"

   Materials needed: a large paper bag, fruits and/or vegetables

   Place one fruit in a bag and put the rest where the students cannot see them. Team members one at a time come up and with eyes closed place their band in the bag and as the teacher says "Touchez, touchez, devinez!" the student must try to guess what fruit or vegetable he is touching by saying "C'est une pomme". If he guesses correctly he scores 10 points for his team and may show the object to the class.

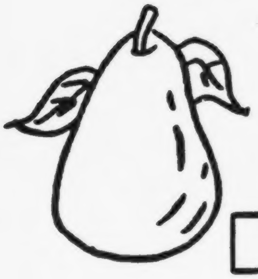
ACTIVITÉ

Fruits et légumes

To review fruits and vegetables

The teachers says: "Numéro 1, c'est une banane."

The student then puts the number 1 in the box next to the correct picture and so on.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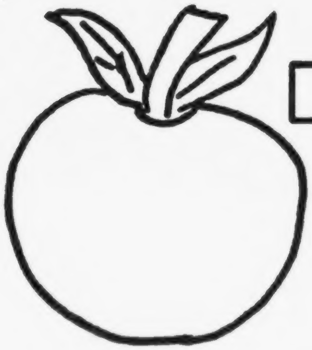
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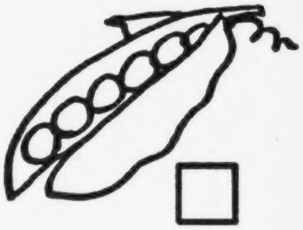
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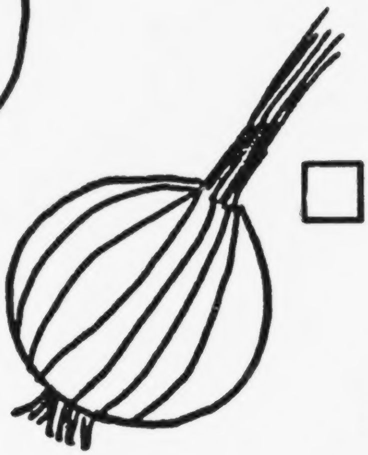
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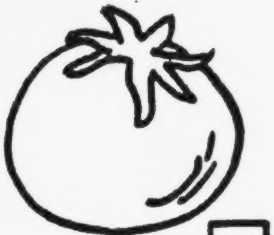
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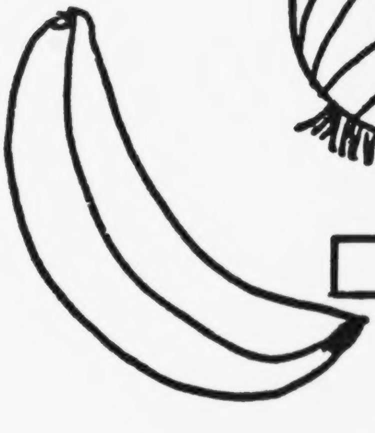
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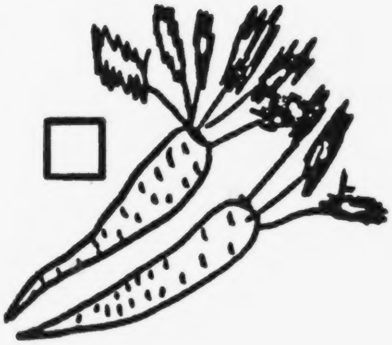
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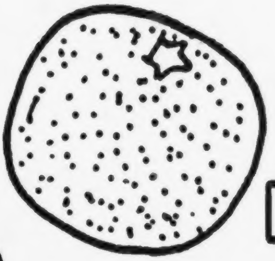
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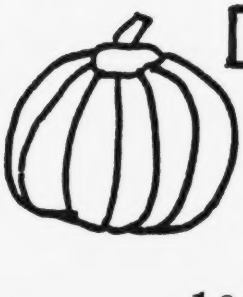
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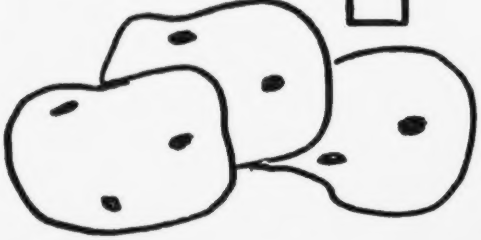
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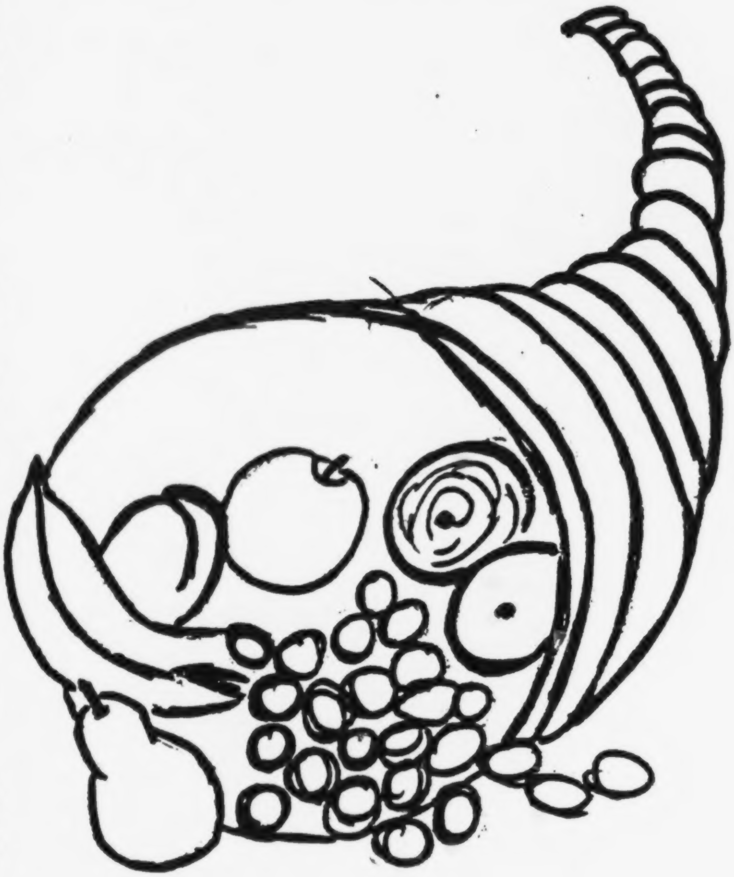
l'action de grâce



2e année

CHANSONS

Merci, grand merci

(Tune: Lullaby & goodnight)

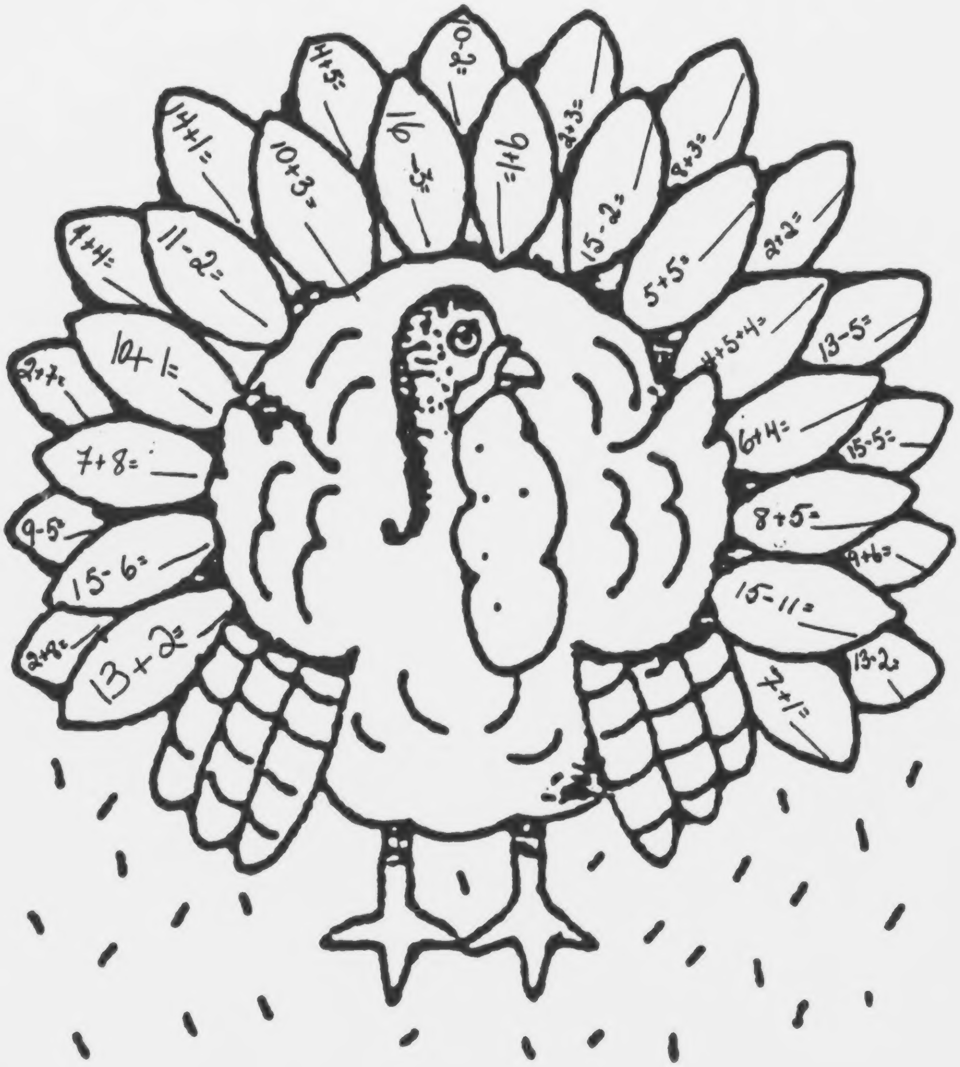
Merci, grand merci
Pour papa, maman
Merci, grand merci
Pour les très bons fruits
La la la la la la la la
La la la la la la la la
Merci, grand merci!

ACTIVITÉ

Number comprehension is the objective of this activity.

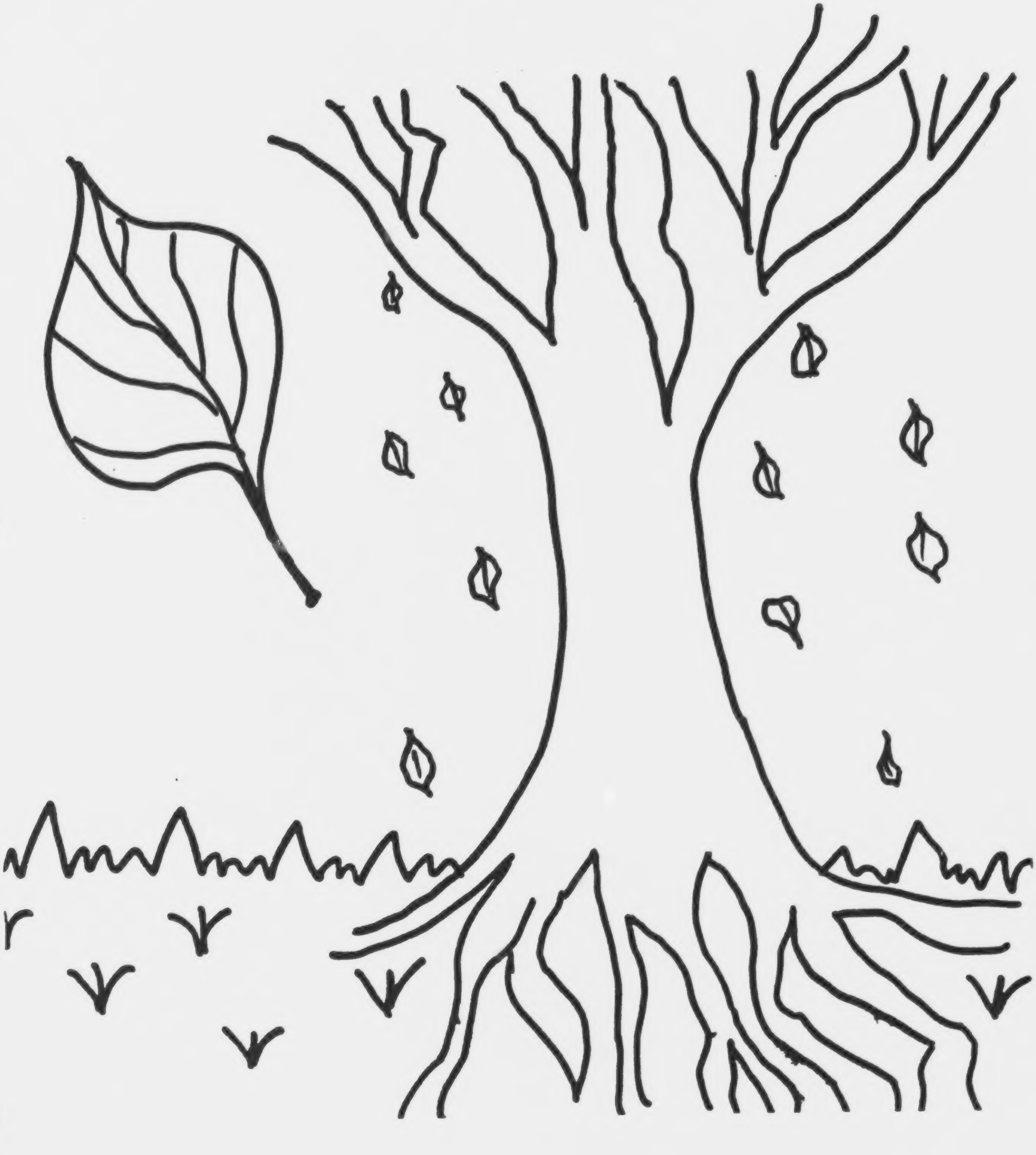
1. Before the students begin, review the colours and the numbers. Then hand out this sheet having students working alone or in pairs. On board ledge place construction paper of the same colour as represented by the number. Students work out the calculations and colour the feathers according to the correct total.

ENLARGE - colour activity


4+5=
10-2=
14+1=
10+3=
16-3=
9+1=
2+3=
9+3=
4+4=
11-2=
15-2=
2+2=
5+5=
10+1=
4+5+4=
13-5=
2+7=
7+8=
6+4=
15-5=
8+5=
9-5=
15-6=
9+6=
15-11=
2+9=
13+2=
13-2=
7+1=

rose	- 10
rouge	- 8
orange	- 11
jaune	- 13
noir	- 5
brun	- 15
bleu	- 4
mauve	- 9

L'AUTOMNE



2e année

COMPTINES

1. L'automne est arrivé

L'automne est arrivé.
Il fait froid aujourd'hui.
Oh là là!
Regarde les feuilles qui tombent.

2. Les cinq feuilles

Voici cinq petites feuilles.
La première dit:
Regardez! Je vole.
La deuxième dit:
Moi, je danse.
La troisième dit:
Et moi je saute.
La quatrième dit:
Tournez, tournez avec moi.
La cinquième dit:
Attention! Vous tombez!

* Students are encouraged to do the actions along with this comptine.

CHANSON

C'est l'automne

(Air: Frère Jacques)

C'est l'automne. (bis)
Les feuilles volent. (bis)
Les petites et grandes (bis)
Dans le vent. (bis)

* Have each child bring 2 leaves to hold so that he/she can do the actions.

JEUX

The purpose of this game is to reinforce the colours.

1. La pêche aux feuilles

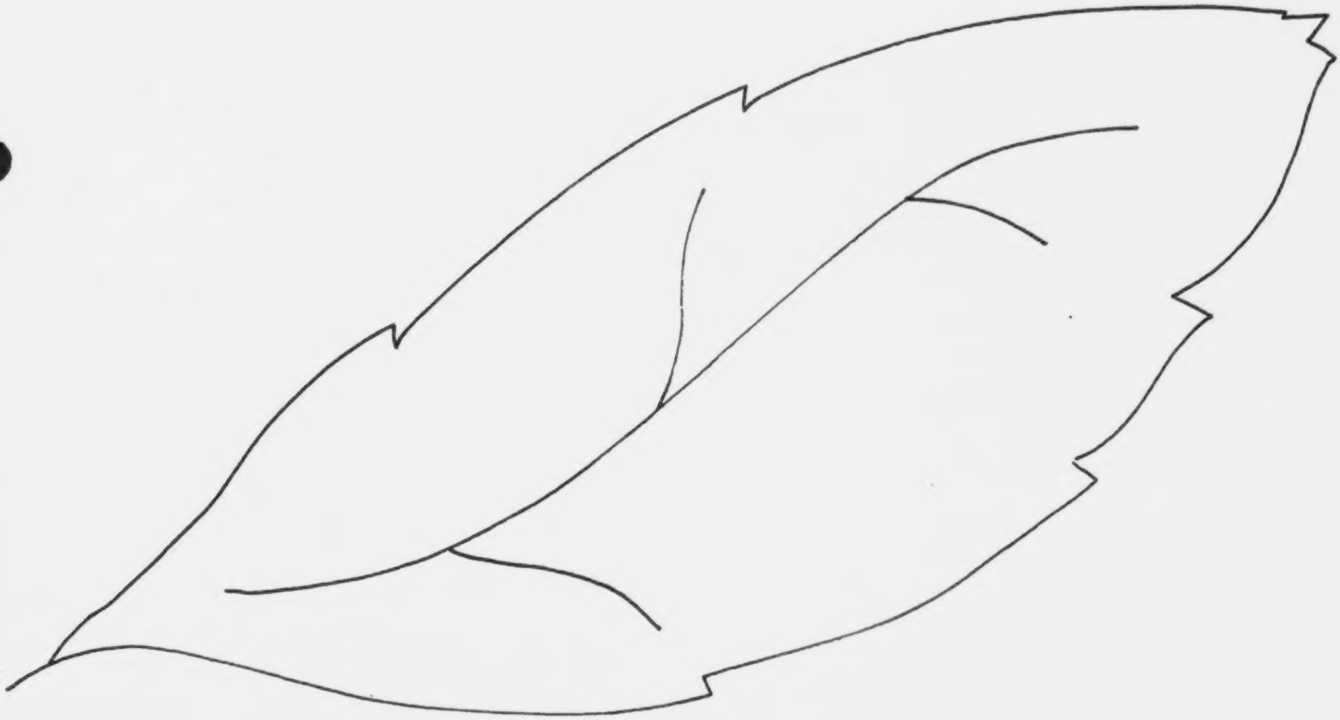
Materials needed: many coloured leaves made out of construction paper.

In a box, have leaves of various colours. The pupils take turns at picking a leaf. To win a point (or to keep the leaf) they must name its colour.

(See the visual on following page.)

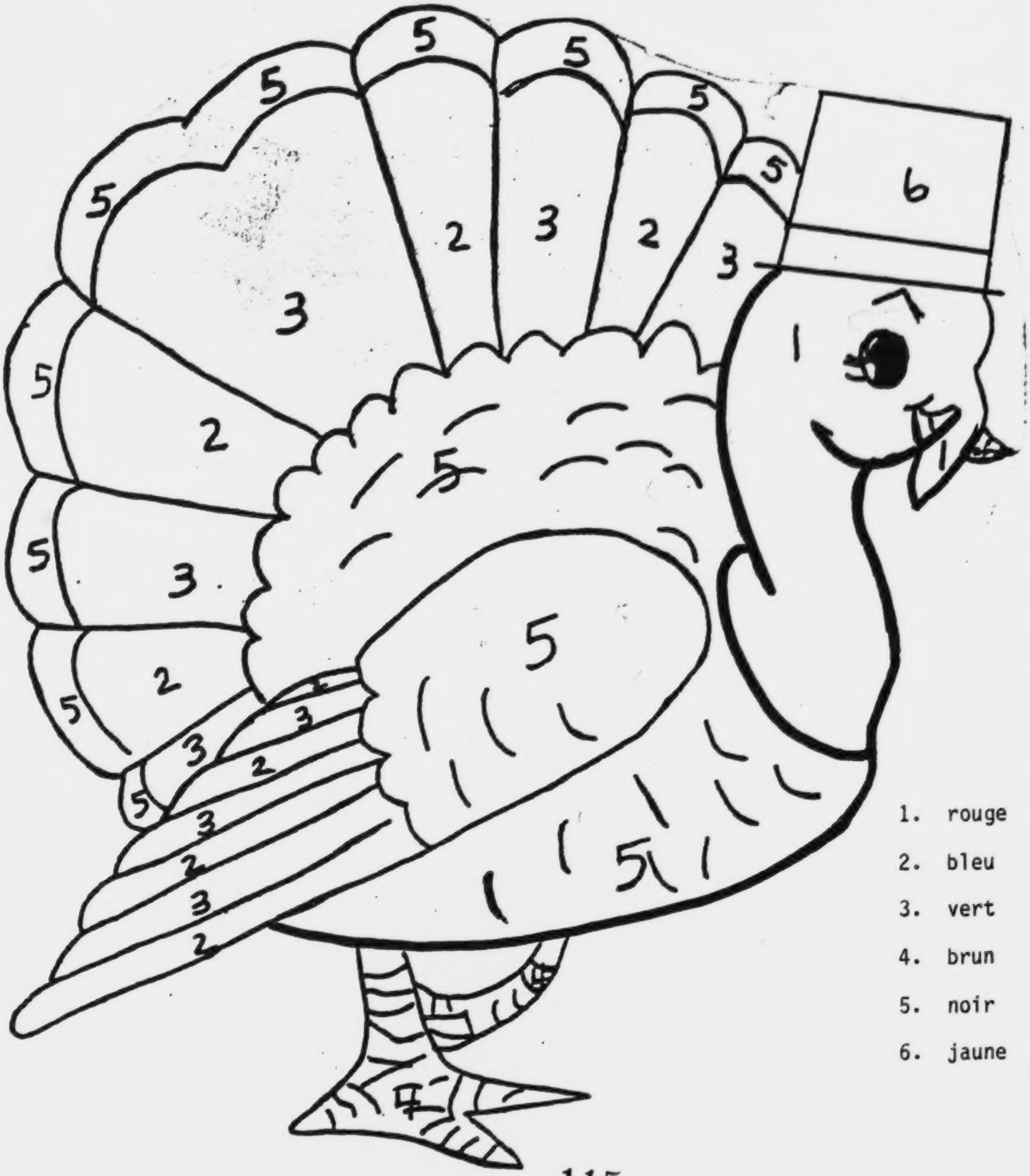
2. Musical leaves

Place the leaves from the above game in a circle to the floor. The number of leaves must equal the number of students. Have the students march around the floor as music is being played. When the music stops each student must have his foot on a leaf. The teacher calls out a colour and those students with their foot on that coloured leaf must turn in their leaves and sit down quietly. The last colour still in the game is the winning colour.



LISTENING COMPREHENSION ACTIVITY:

The teacher calls out the colour and the number in order (1, 2, 3, etc.) The children colour in one example (1 to 6). To verify comprehension the teacher calls out a number and the class replies with the correct colour or vice versa. The students may finish colouring at home.

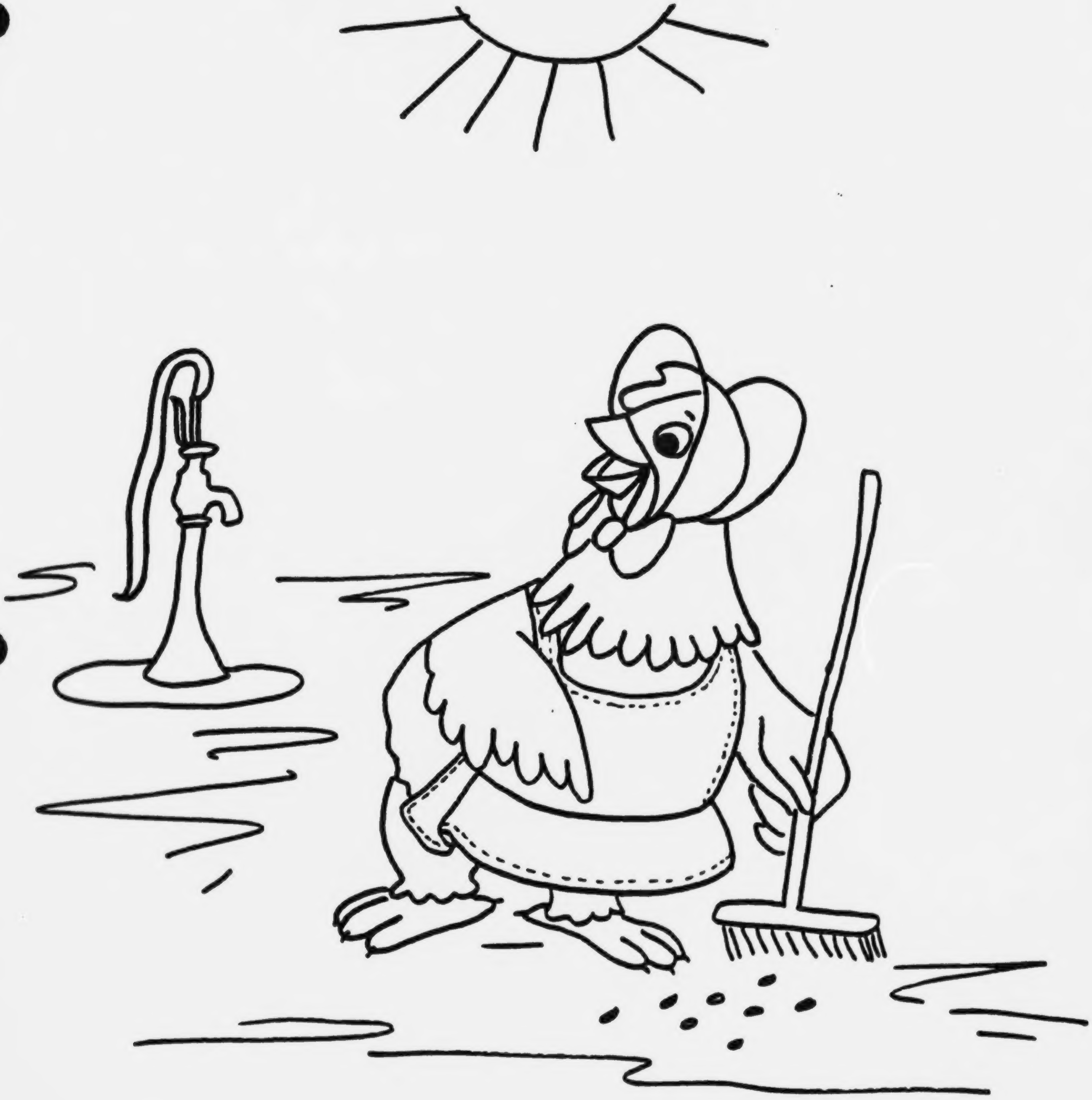


1. rouge
2. bleu
3. vert
4. brun
5. noir
6. jaune

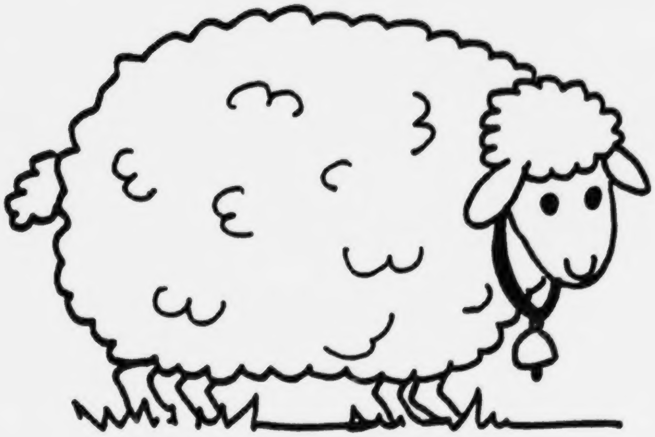
CONTE

LA PETITE POULE ROUGE

CONTE ADAPTÉ PAR :
ANNETTE BOLAND-WILLMS

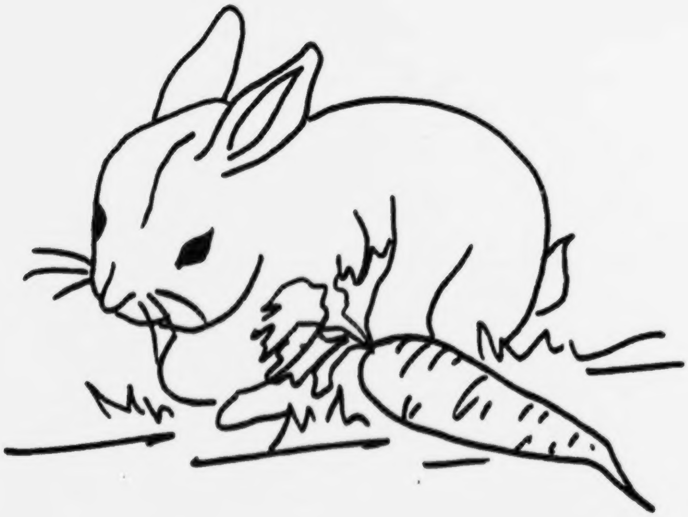


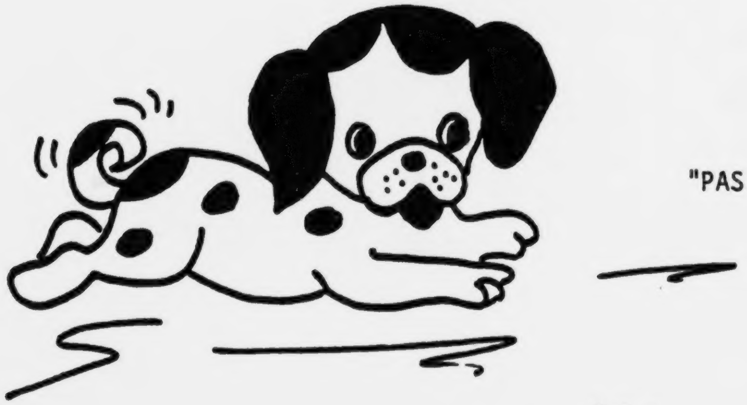
LA PETITE POULE ROUGE DIT:
"AH! VOILÀ HUIT GRAINES DE BLÉ. QUI VEUX M'AIDER À PLANTER LE GRAIN?"



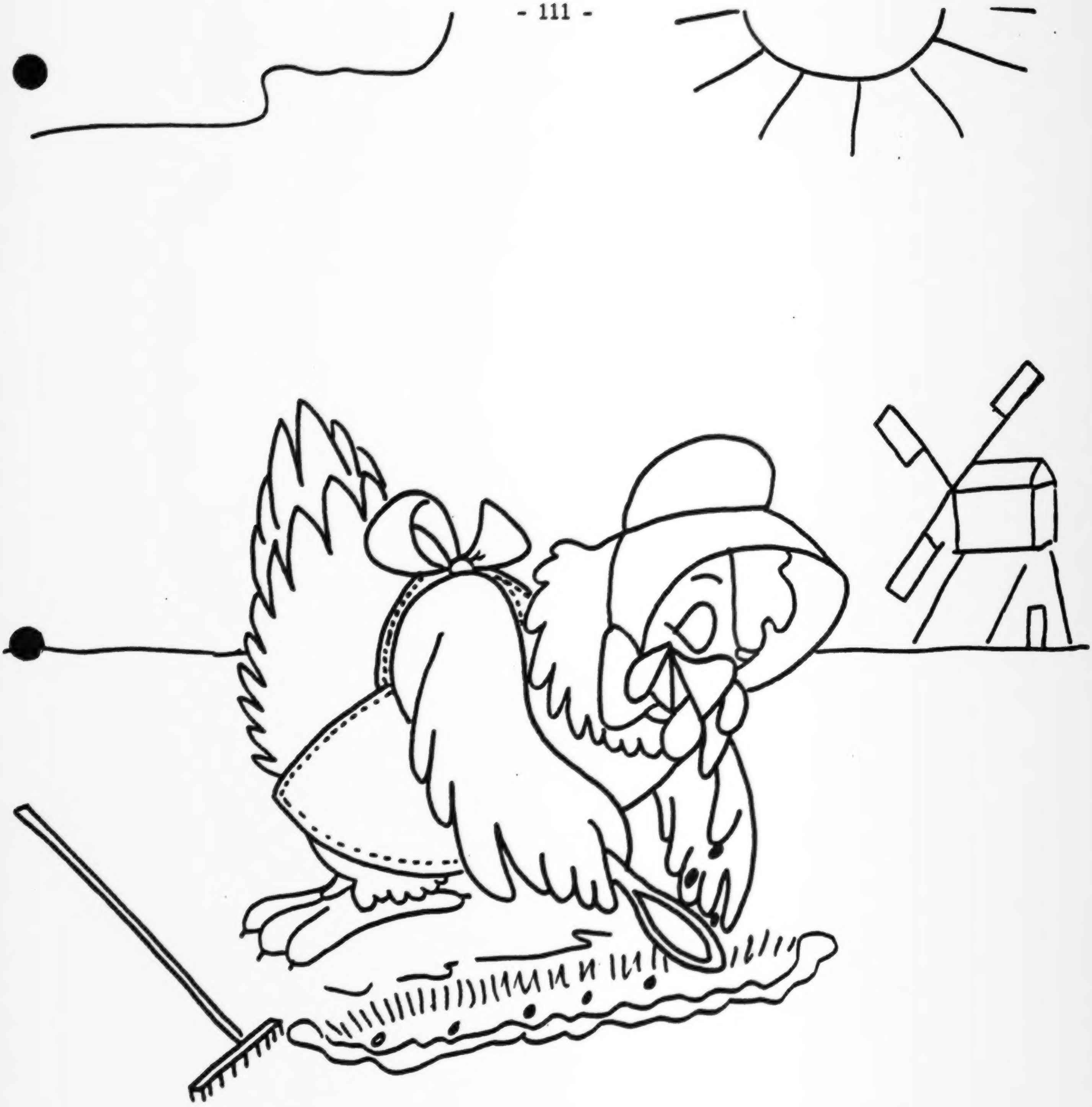
"PAS MOI", DIT LE MOUTON.

"PAS MOI", DIT LE LAPIN.

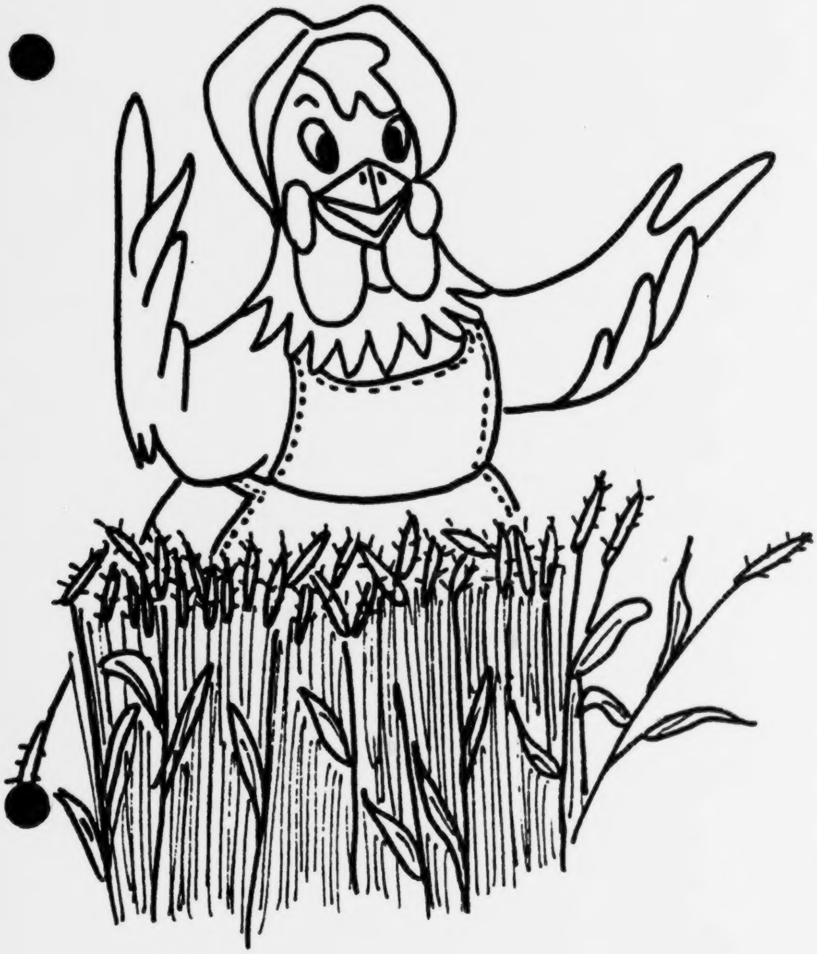




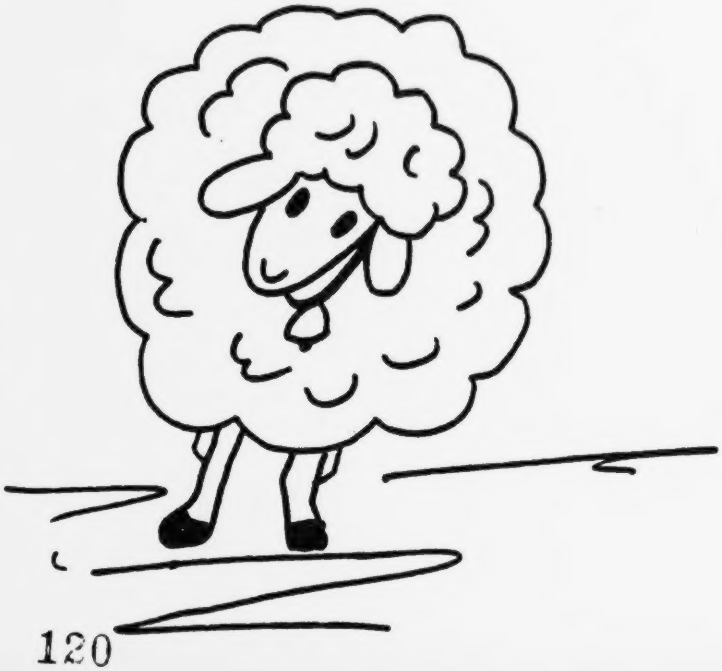
"PAS MOI", DIT LE CHIEN.



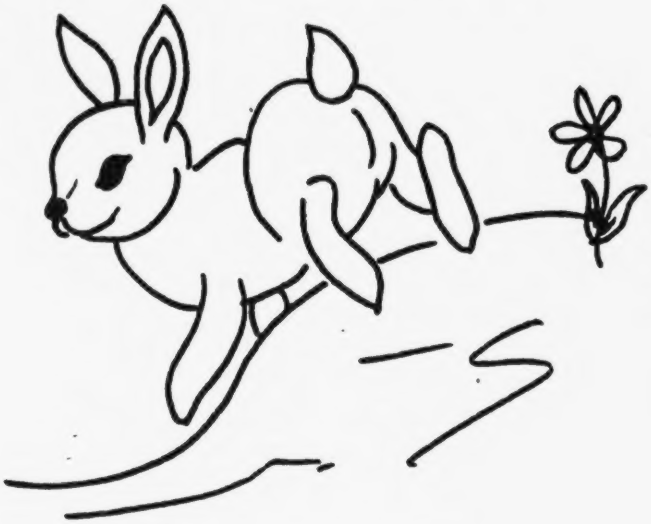
"JE VAIS PLANTER LE GRAIN", DIT LA PETITE POULE.
ET ELLE PLANTE LE GRAIN.



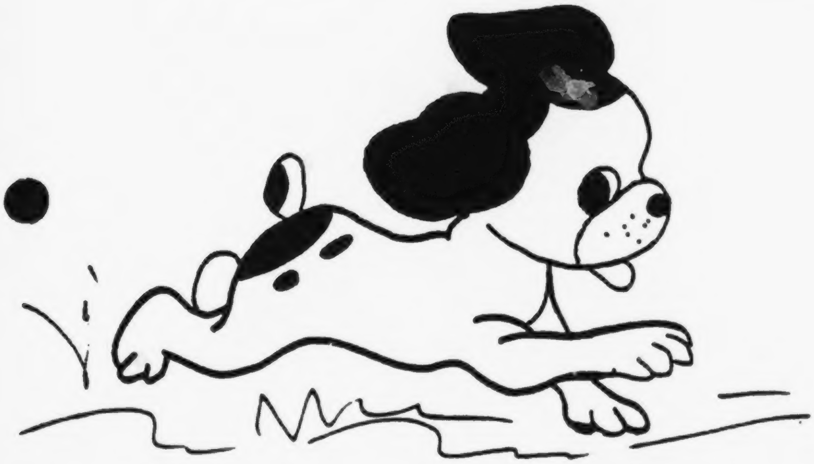
OH! REGARDEZ! LE GRAIN EST GRAND!
"QUI VA M'AIDER À COUPER LE GRAIN?"
DIT LA PETITE POULE.



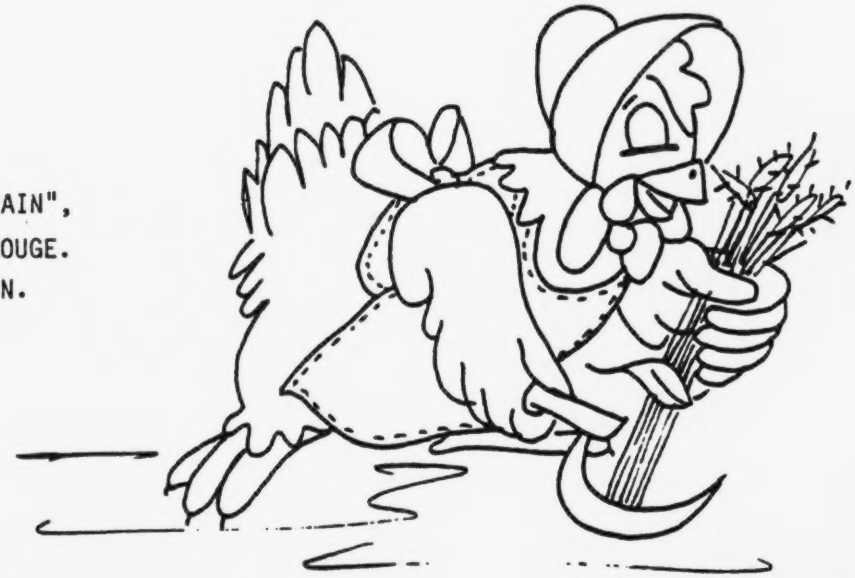
"NON!", DIT LE MOUTON.



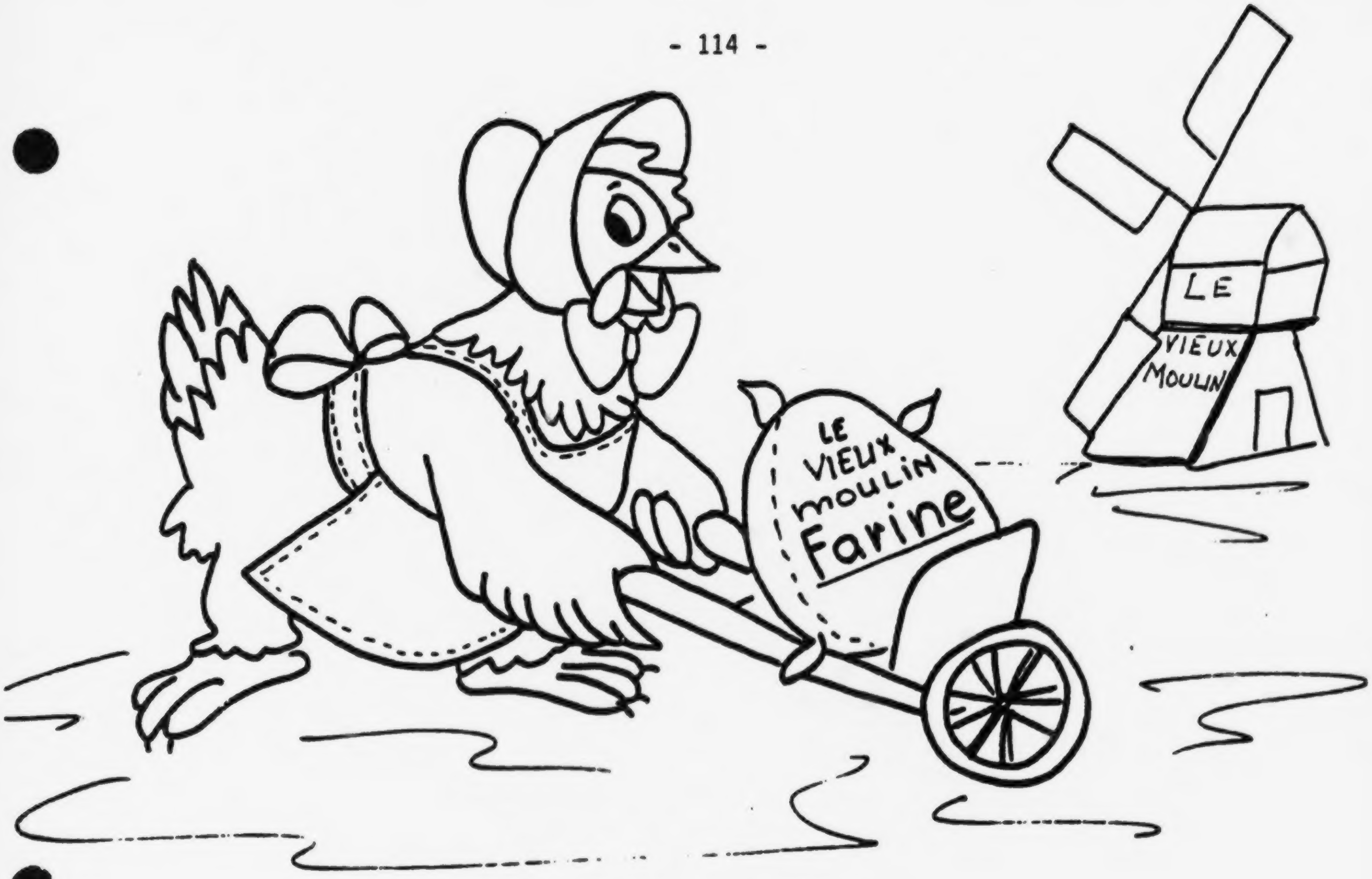
"NON!", DIT LE LAPIN.



"NON!", DIT LE CHIEN.

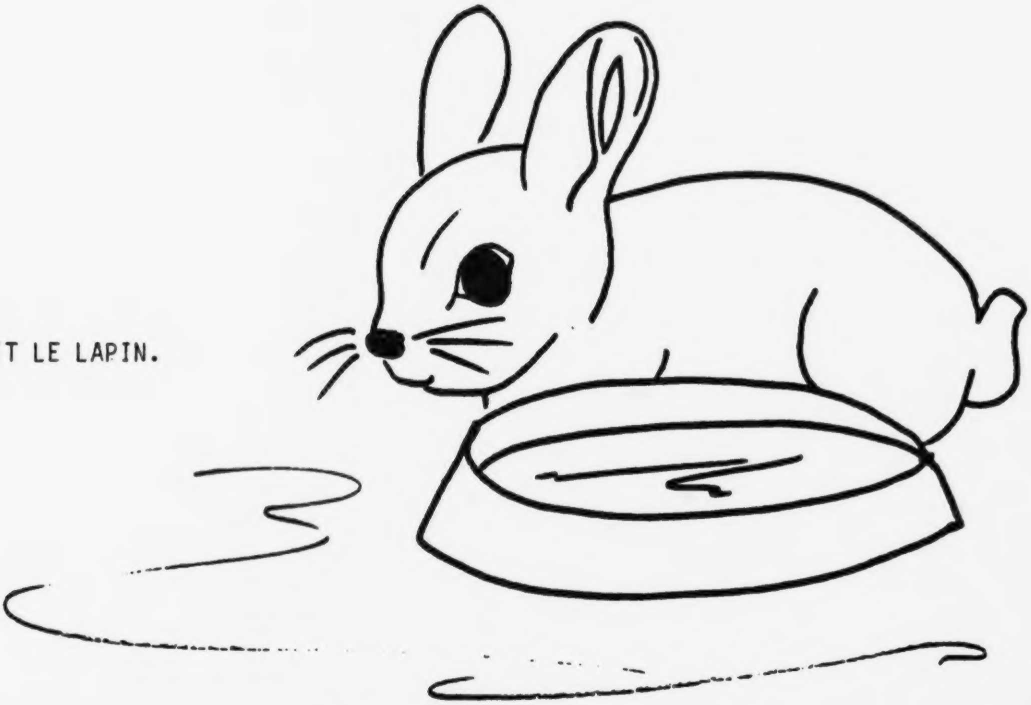


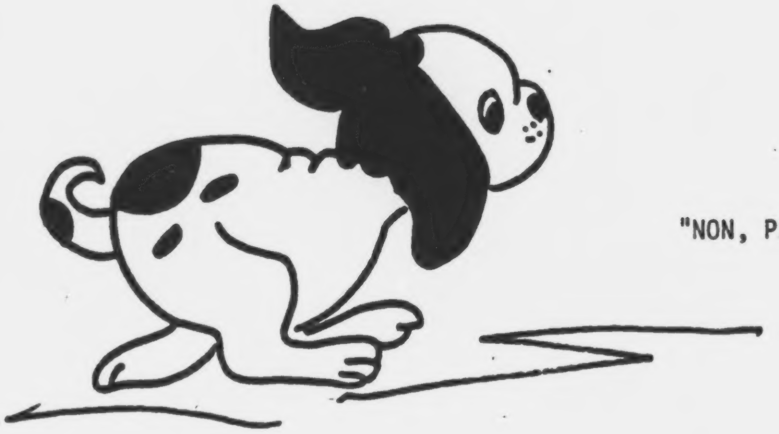
"JE VAIS COUPER LE GRAIN",
DIT LA PETITE POULE ROUGE.
ET ELLE COUPE LE GRAIN.


LE
VIEUX
MOULIN
LE VIEUX moulin Farine

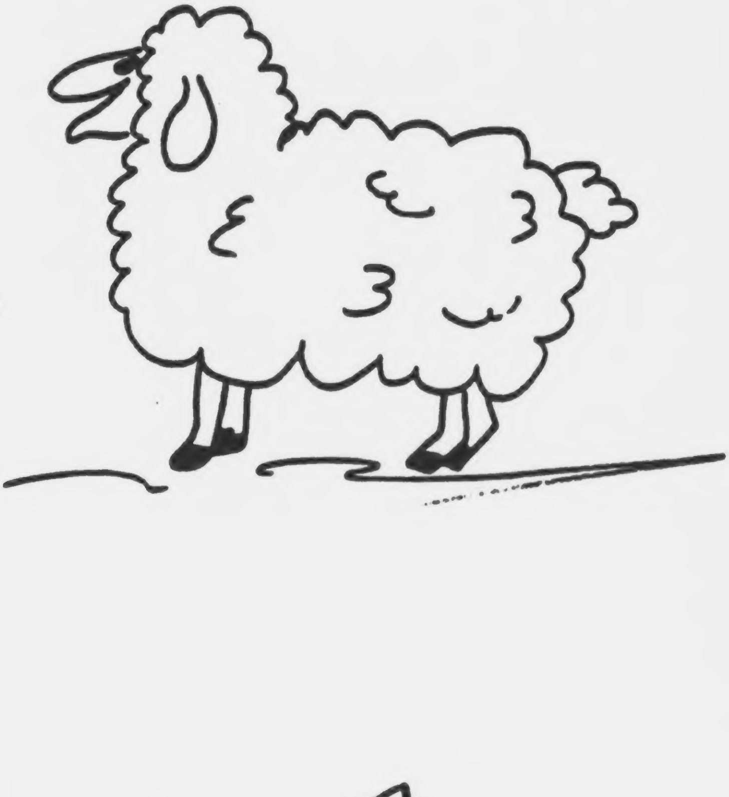
LA PETITE POULE ROUGE A DE LA FARINE.
ELLE DIT: "QUI VA M'AIDER À FAIRE LE PAIN?"

"NON, PAS MOI!", DIT LE LAPIN.



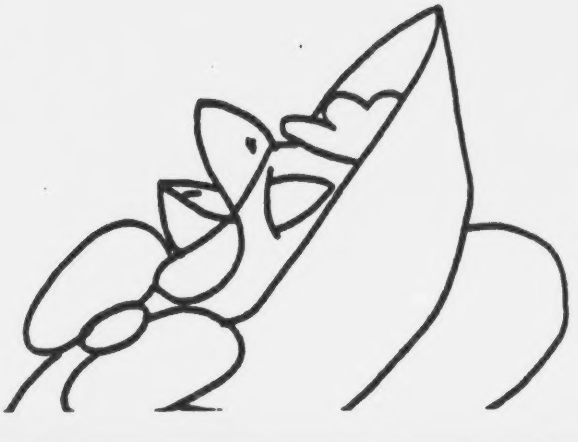


"NON, PAS MOI!", DIT LE CHIEN.

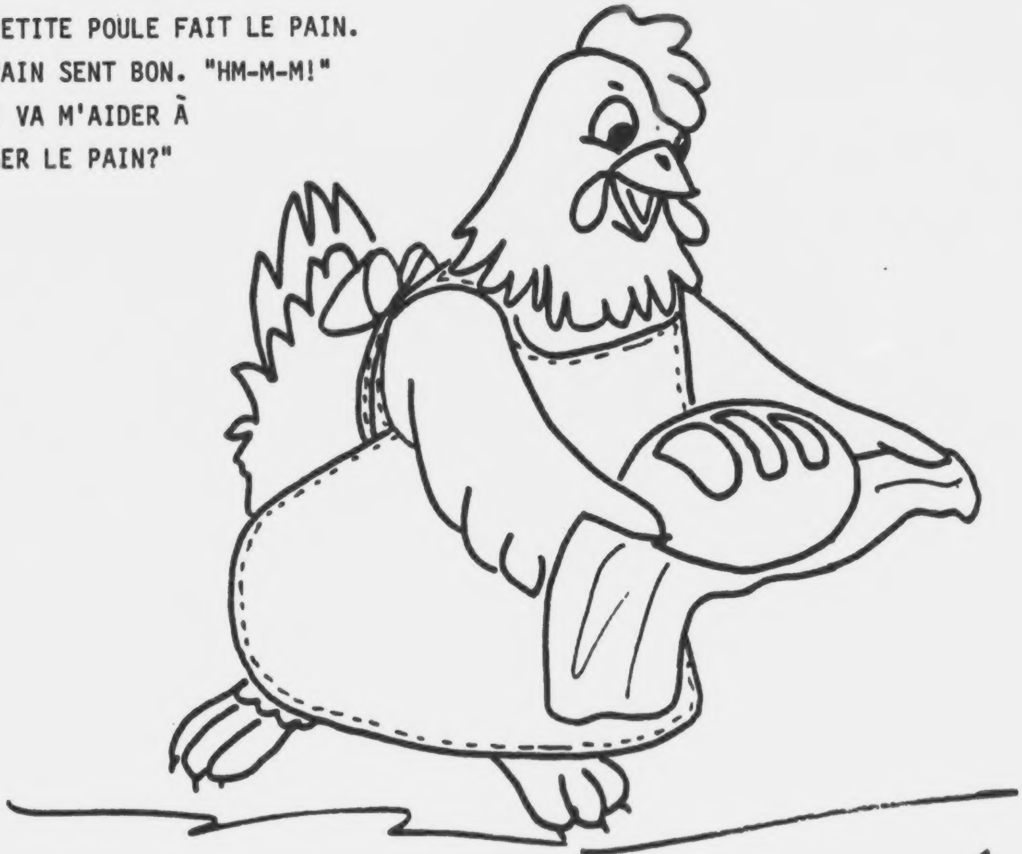


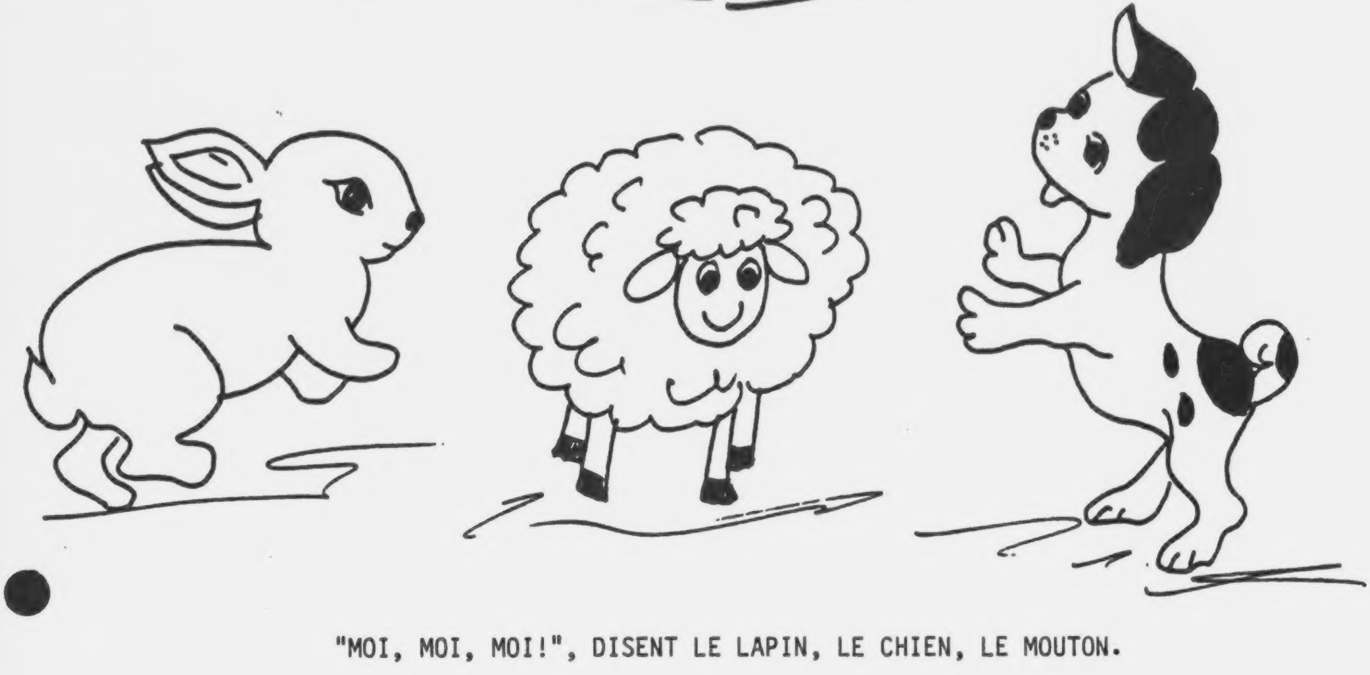
"NON, PAS MOI!", DIT LE MOUTON.

"JE VAIS FAIRE LE PAIN",
DIT LA PETITE POULE ROUGE

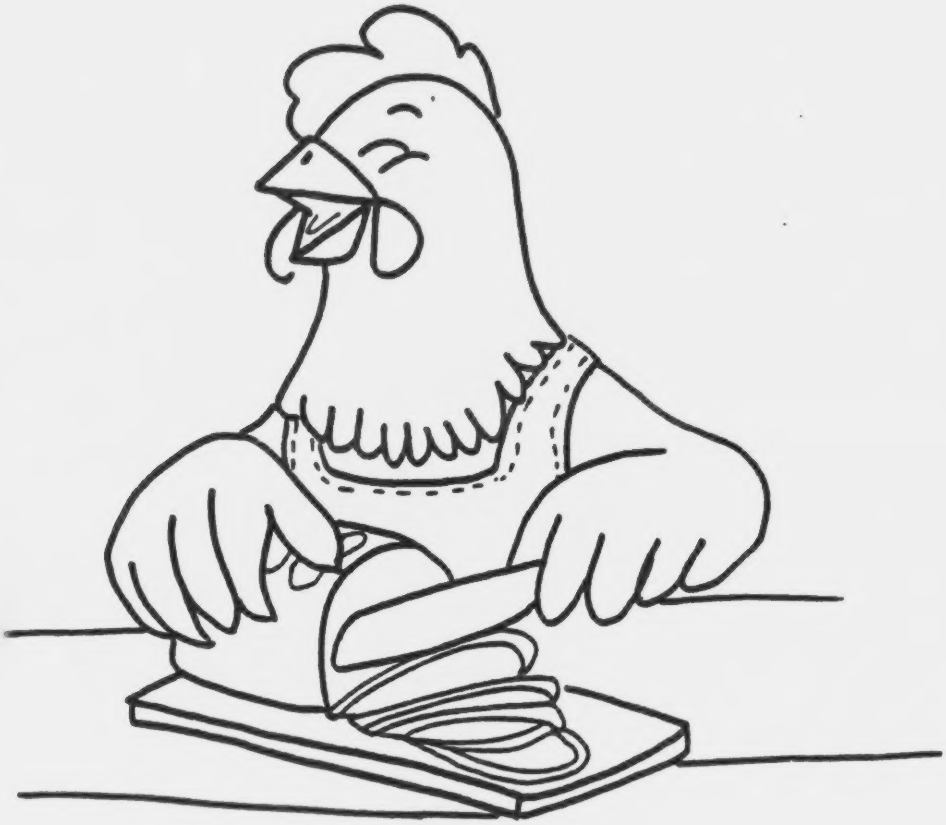


LA PETITE POULE FAIT LE PAIN.
LE PAIN SENT BON. "HM-M-M!"
"QUI VA M'AIDER À
MANGER LE PAIN?"





"MOI, MOI, MOI!", DISENT LE LAPIN, LE CHIEN, LE MOUTON.



"OH, NON, NON, NON!", DIT LA PETITE POULE ROUGE.
"J'AI PLANTÉ, J'AI COUPÉ, J'AI PORTÉ LE GRAIN, J'AI FAIT LE PAIN."
"ET JE MANGE TOUT LE PAIN!"

L'HALLOWE'EN

2e année

COMPTINE 📼

Voilà la sorcière
Sur son balai noir
Elle est dans l'air
Elle vient nous voir.

Je vois un hibou
Sur la branche brune
Il dit "hou! hou!"
A madame la lune

CHANSONS 📼

1. Le soir d'Hallowe'en
   (Tune: Sur le pont d'Avignon)

C'est le soir d'Hallowe'en
Tout le monde (2)
C'est le soir d'Hallowe'en
Tout le monde
Veut des bonbons

Les citrouilles sont oranges.
Quelles sont belles. (2)
Et elles dansent tout en rond.

2. Bonhomme citrouille (Tune: Frère Jacques)

Bonhomme citrouille (bis)
Réveille-toi (bis)
L'Hallowe'en arrive! (bis)
Nous fêtons! (bis)

* See paper bag puppet page 123

JEUX

To review the parts of the face

1. Citrouille, la belle citrouille
(Tune: Alouette, gentille alouette)

Materials needed: A big pumpkin made of orange construction paper, the parts of the face separately on black construction paper and pin.

While singing the song the children do the gestures. The teacher removes the facial parts.

📼 La citrouille, la belle citrouille
La citrouille, je vais la manger
Je vais lui manger le jeux (bis)
    Et les yeux...la citrouille (bis)
Je vais lui manger le nez (bis)
    Et le nez, et les yeux, la citrouille (bis)
Je vais lui manger la bouche (bis)
    Et la bouche, et le nez, et les yeux, la citrouille (bis)

2. Touchez la citrouille

Game designed to reinforce number comprehension.

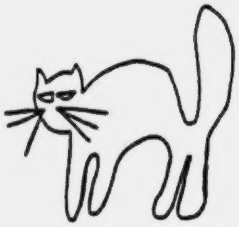
Materials needed: pumpkins cut out of orange construction paper.

Spread a dozen or so pumpkins (made of construction paper) with a number (1 - 20) marked on each in the centre of a circle. When music plays the pupils walk in a circle. As the music stops, they must put a foot on a pumpkin. (Two pupils may share the same pumpkin.) When the teacher names a number, the pupils touching that particular pumpkin are eliminated from the game. Then the music starts again. (This game may be used for fruits, vegetables, numbers, etc...)

LISTENING ACTIVITY FOR HALLOWE'EN

To reinforce Hallowe'en vocabulary

The teacher says: "Numéro 1, c'est une citrouille." The student puts the number 1 in the box next to the correct picture and so on.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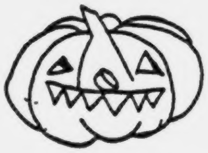
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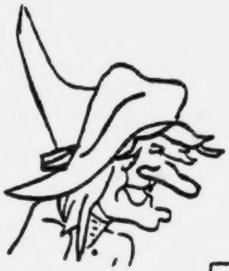
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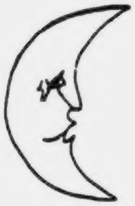
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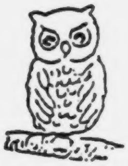
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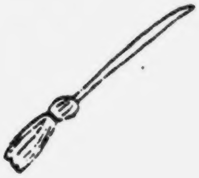
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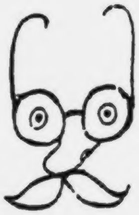
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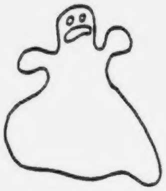
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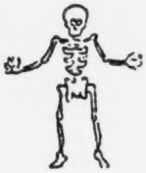
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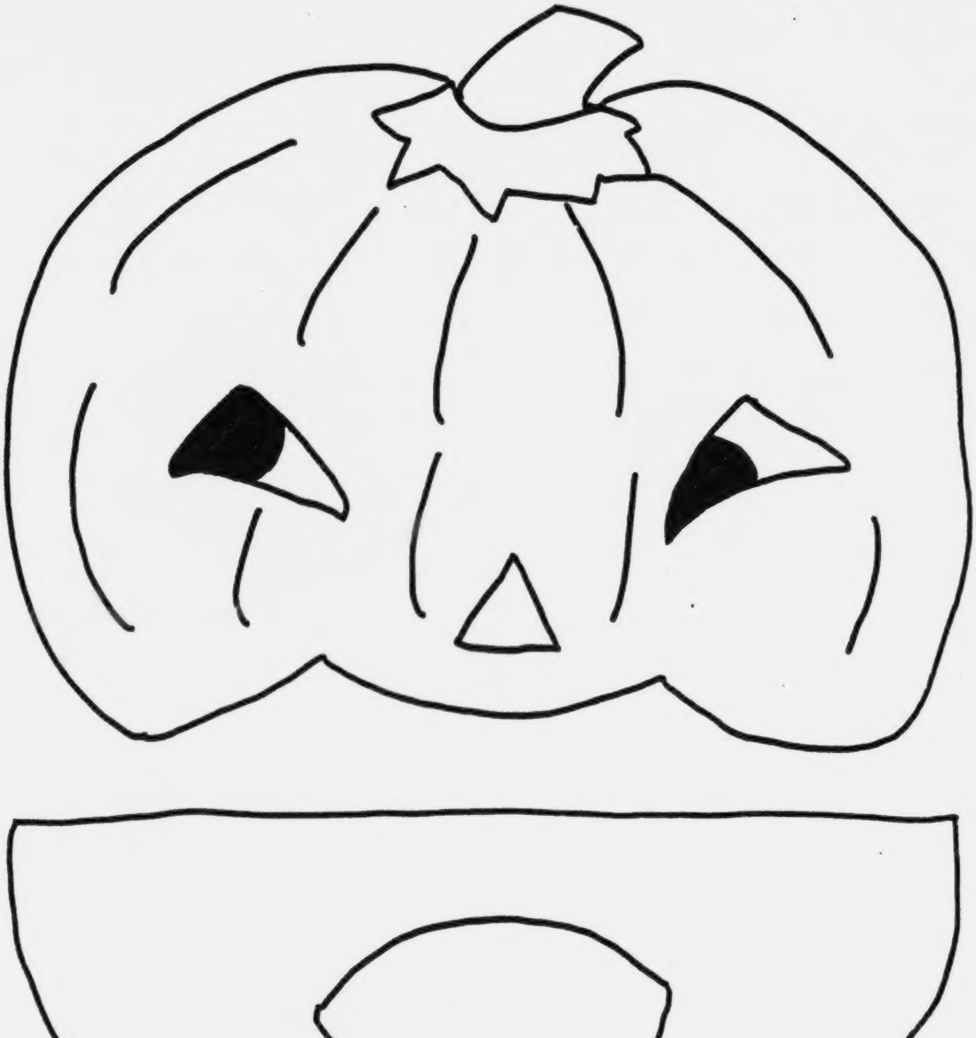
ACTIVITÉ

May be used with Chansons 2, page 120.

Paper bag puppet - La citrouille



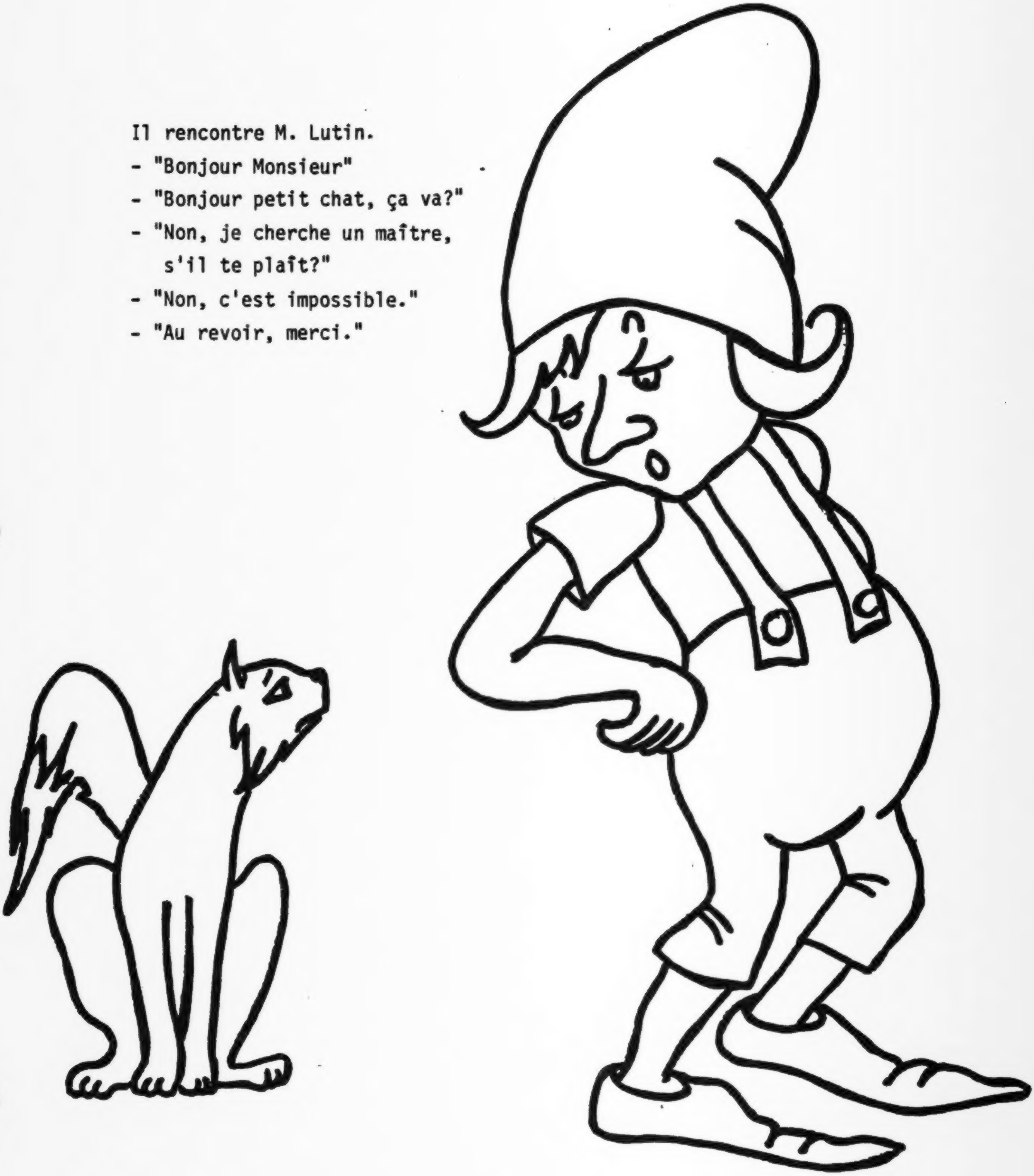
CONTE

LE CHAT NOIR
ET
LA SORCIÈRE

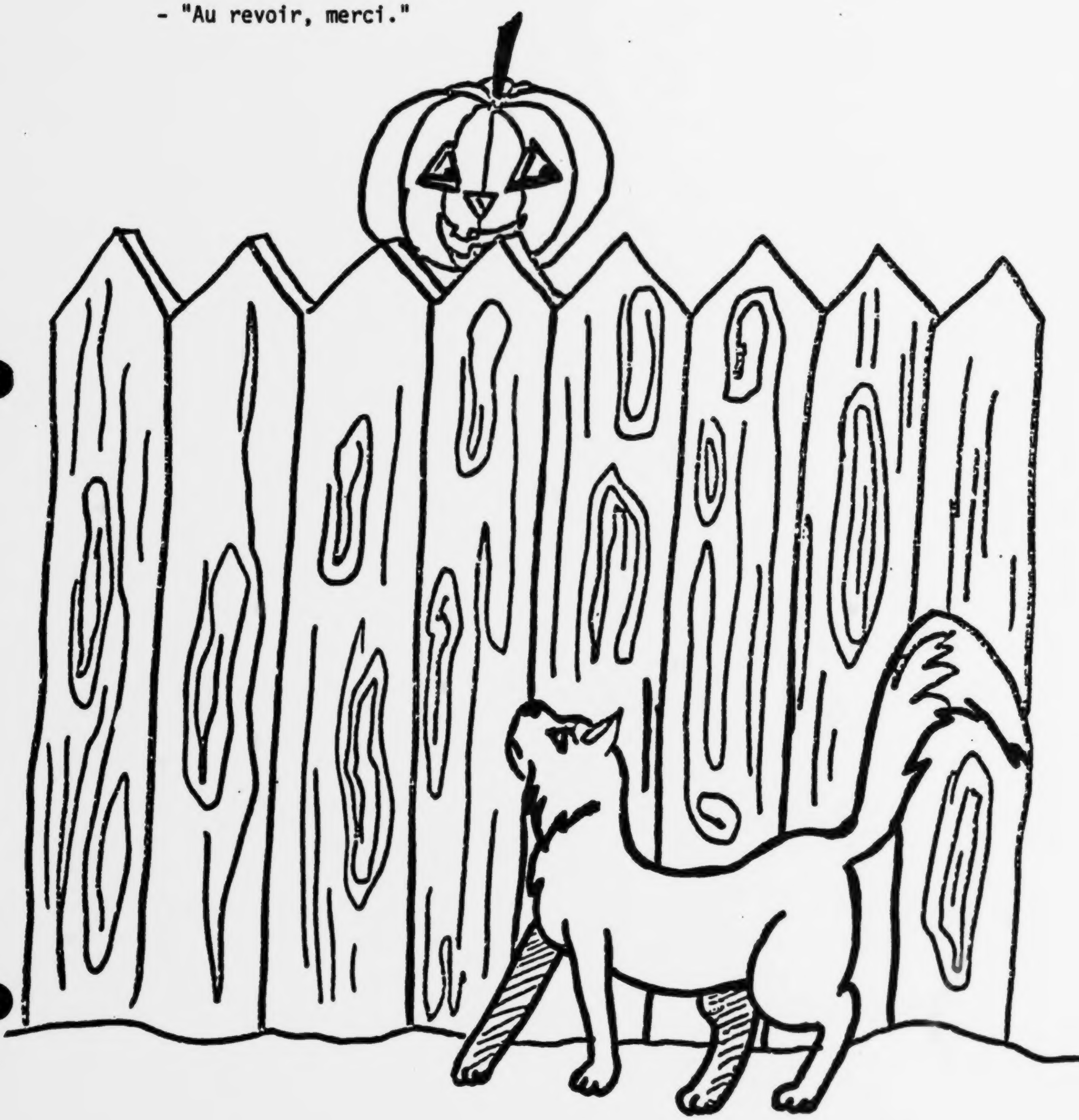
Voici le chat, Minou.
Il est triste.
Il cherche un maître.
Il marche et marche.

maître = master

Il rencontre M. Lutin.
- "Bonjour Monsieur"
- "Bonjour petit chat, ça va?"
- "Non, je cherche un maître, s'il te plaît?"
- "Non, c'est impossible."
- "Au revoir, merci."

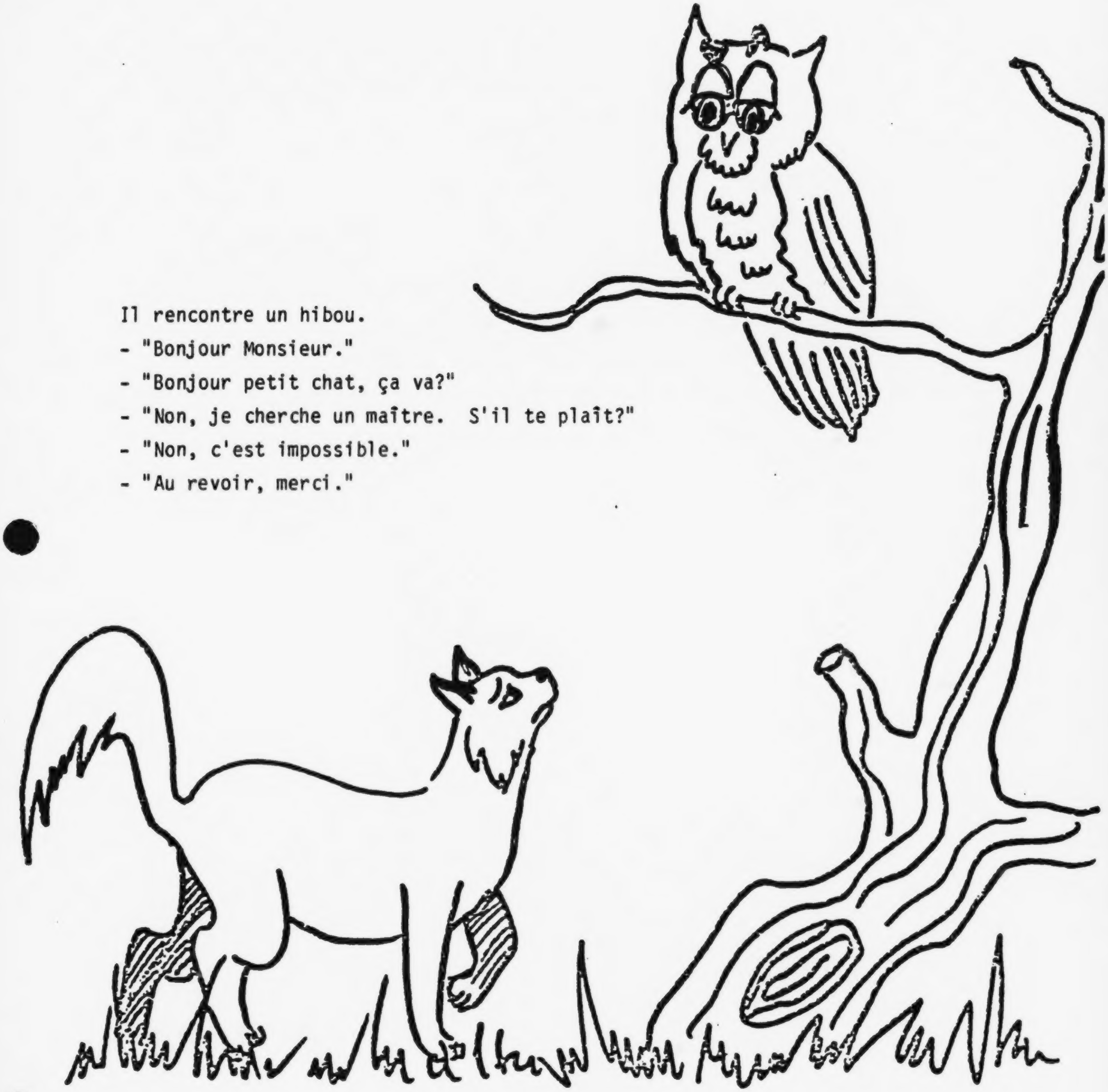


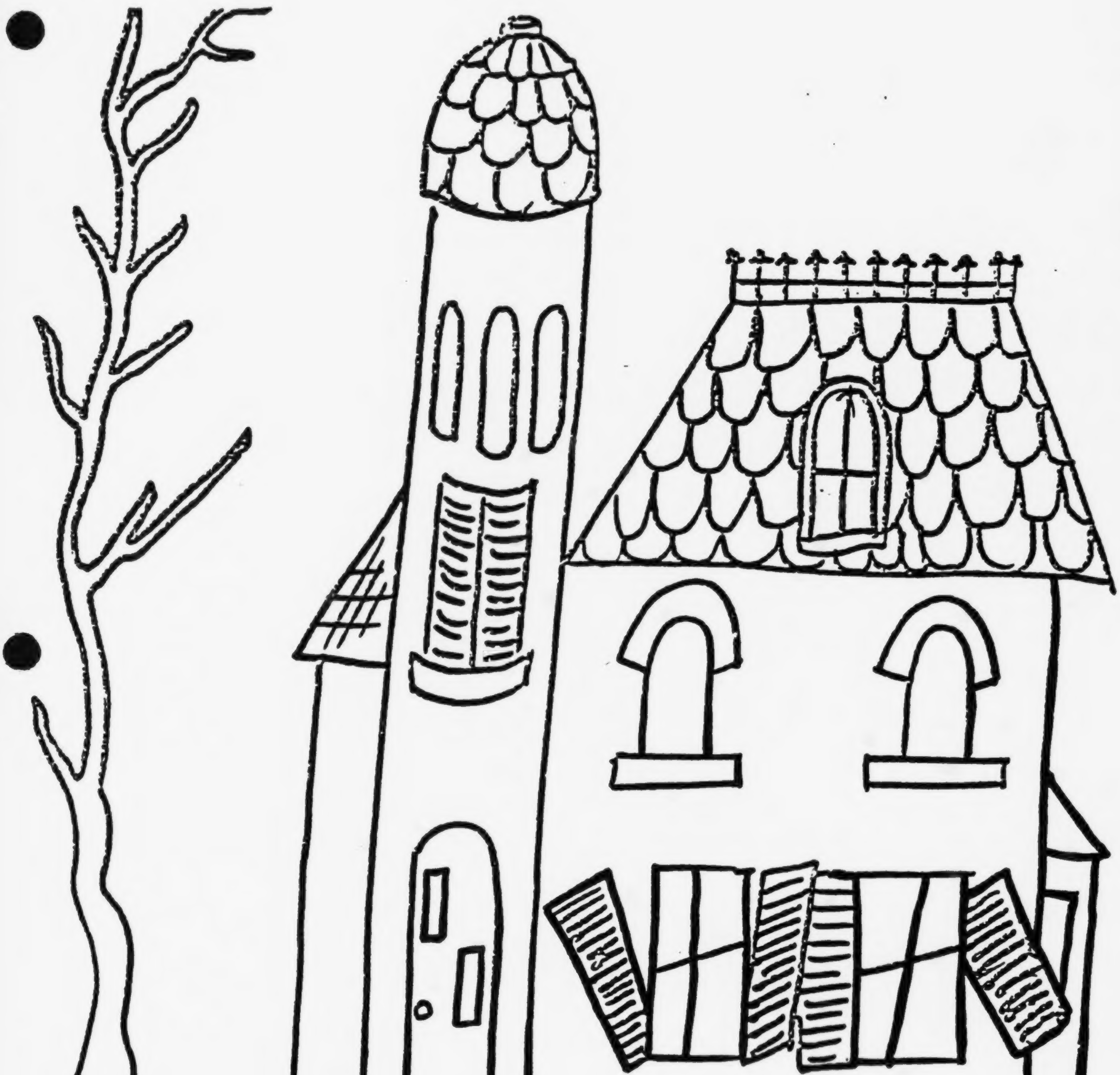
Il marche et marche. Il rencontre une citrouille.
- "Bonjour Mlle".
- "Bonjour petit chat, ça va?"
- "Non, je cherche un maître. S'il te plaît?"
- "Non, c'est impossible."
- "Au revoir, merci."



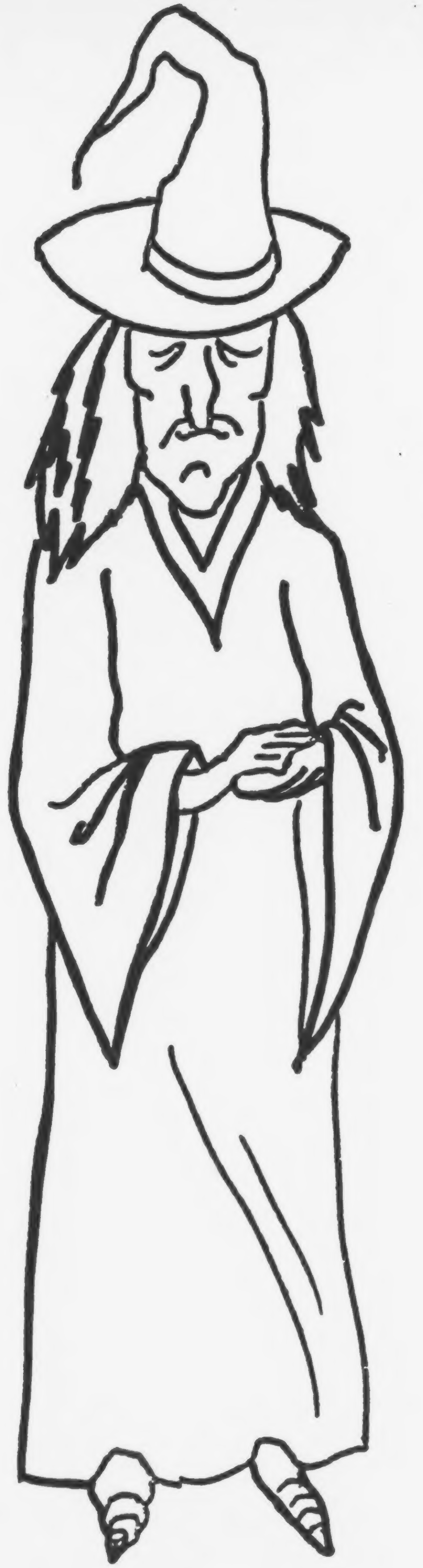
Il rencontre un hibou.

- "Bonjour Monsieur."
- "Bonjour petit chat, ça va?"
- "Non, je cherche un maître. S'il te plaît?"
- "Non, c'est impossible."
- "Au revoir, merci."





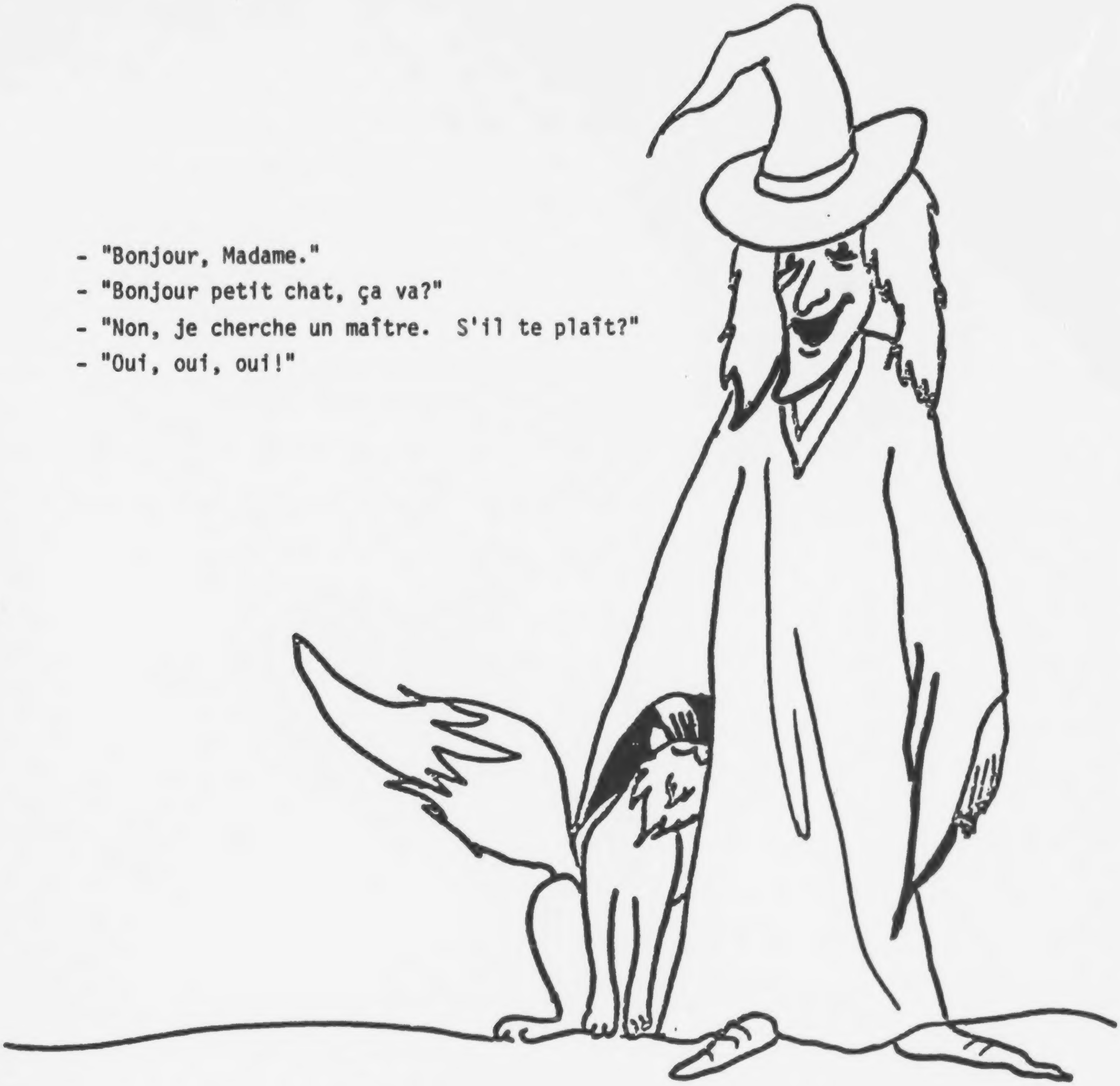
Voici une maison hantée.
C'est la maison de la sorcière.



Voici la sorcière.
Elle est triste.
Elle cherche un chat.

Minou frappe à la porte.
Toc, toc, toc.
La sorcière ouvre la porte.

- "Bonjour, Madame."
- "Bonjour petit chat, ça va?"
- "Non, je cherche un maître. S'il te plaît?"
- "Oui, oui, oui!"



Le Minou et la sorcière sont contents.
Ils chantent et dansent.

N O V E M B R E

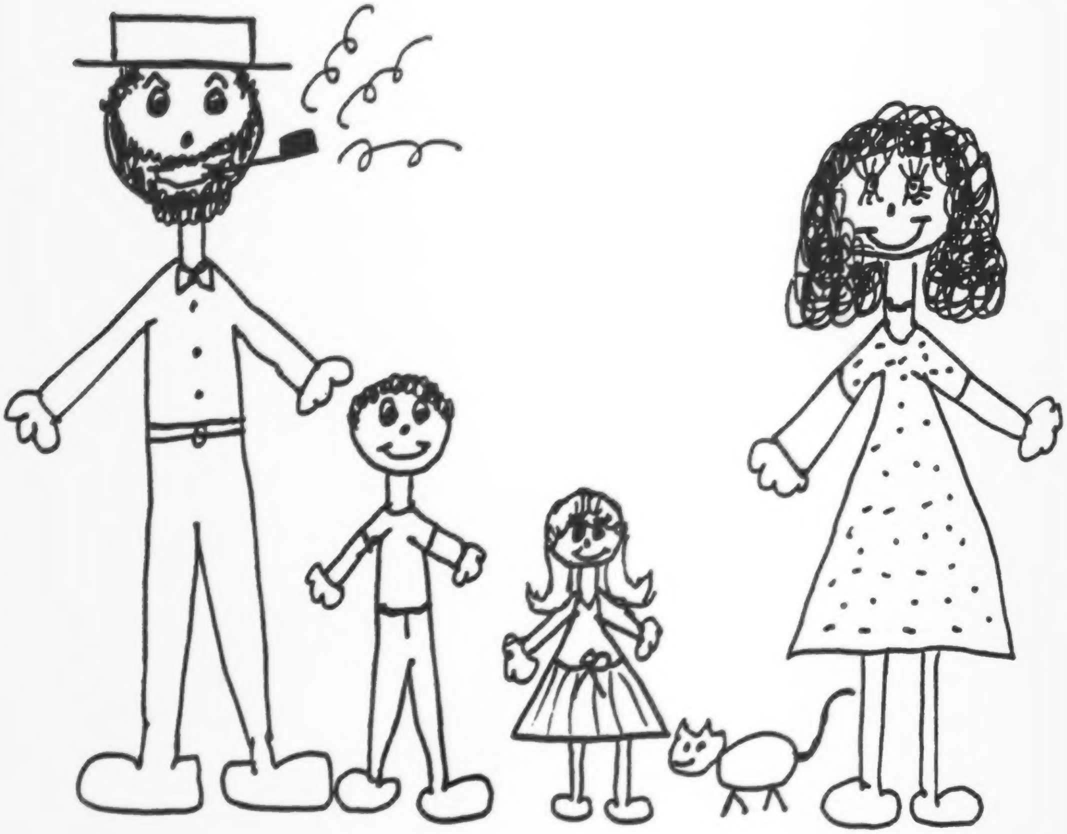
Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. La famille
2. Les animaux favoris
3. Les parties du corps
4. Les vêtements

LA FAMILLE



- Susan

2e année

COMPTINE

Les maisons

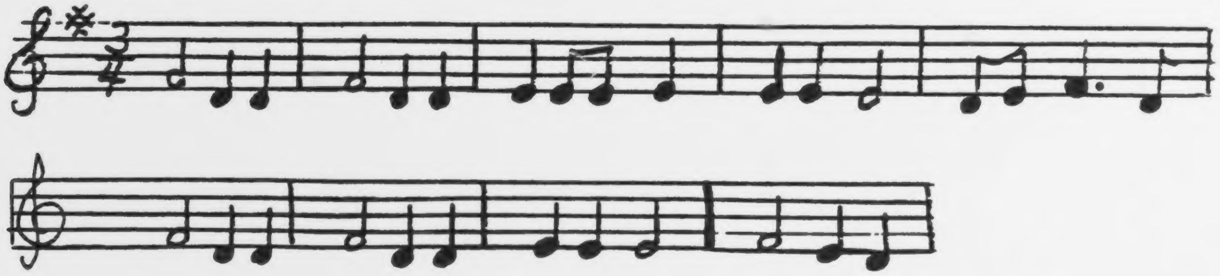
La maison des poussins
La voilà dans mon jardin.

La maison des oiseaux
Est dans l'arbre très, très haut.

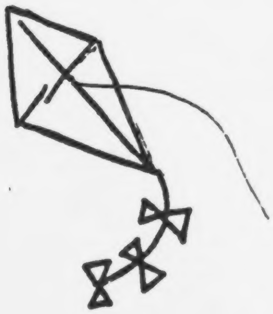
La maison des enfants
Est chez papa et maman.

CHANSONS

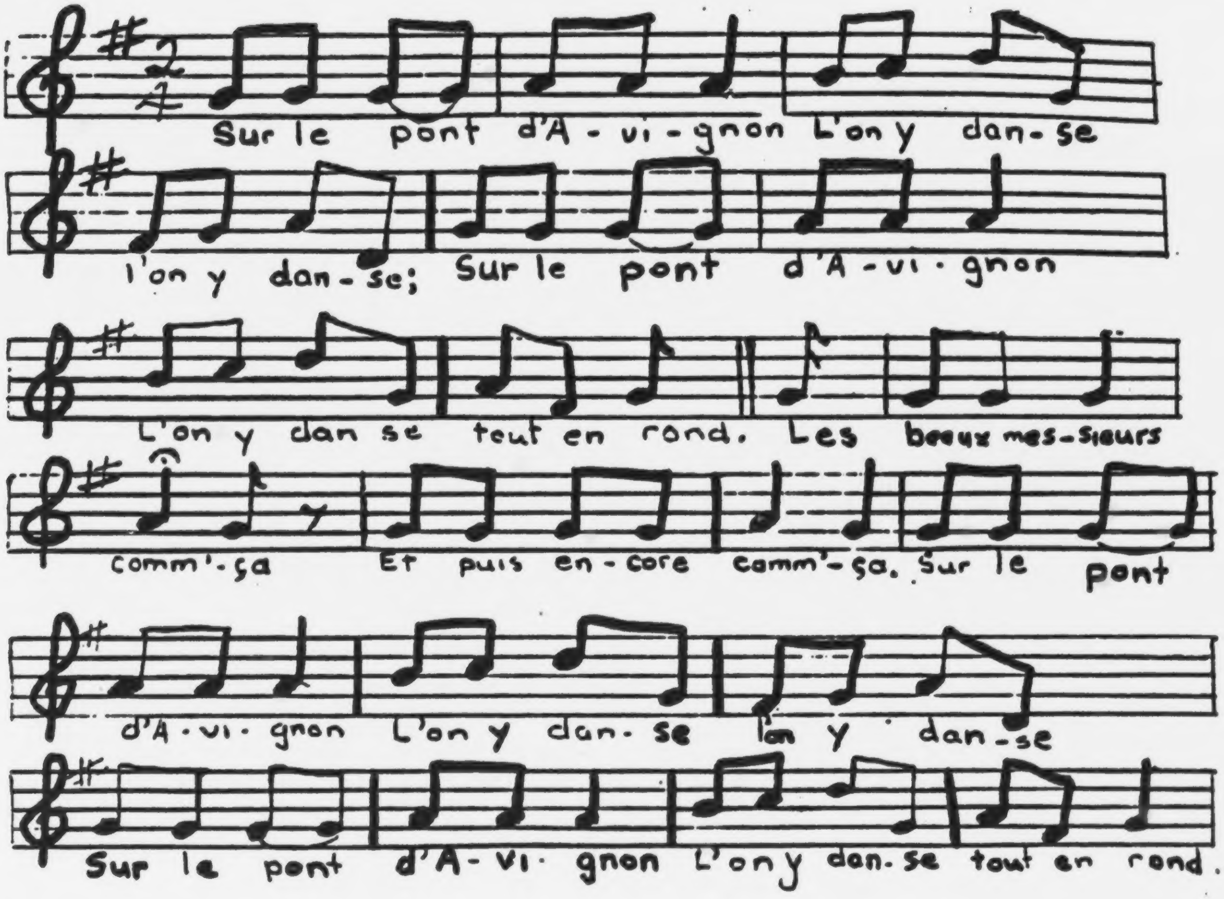
1. J'aime papa - J'aime maman



J'aime papa, j'aime maman,
Mon petit chat, petit chien, petit frère;
J'aime papa, j'aime maman,
Mon petit cerf-volant.



2. Sur Le Pont d'Avignon

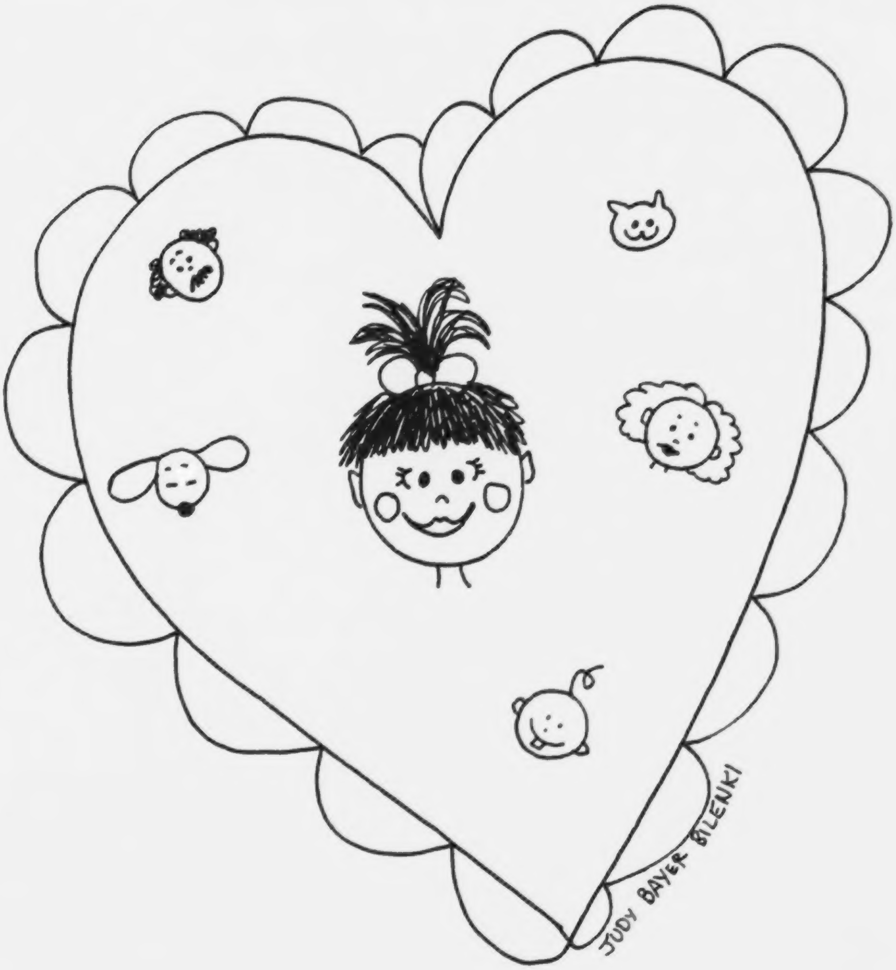

Sur le pont d'A-vi-gnon L'on y dan-se
l'on y dan-se; Sur le pont d'A-vi-gnon
L'on y dan se tout en rond. Les beaux mes-sieurs
comm'-ça Et puis en-core comm'-ça. Sur le pont
d'A-vi-gnon L'on y dan-se l'on y dan-se
Sur le pont d'A-vi-gnon L'on y dan-se tout en rond.

3. CHANSON

J'aime ma famille
(Tune: Frère Jacques)

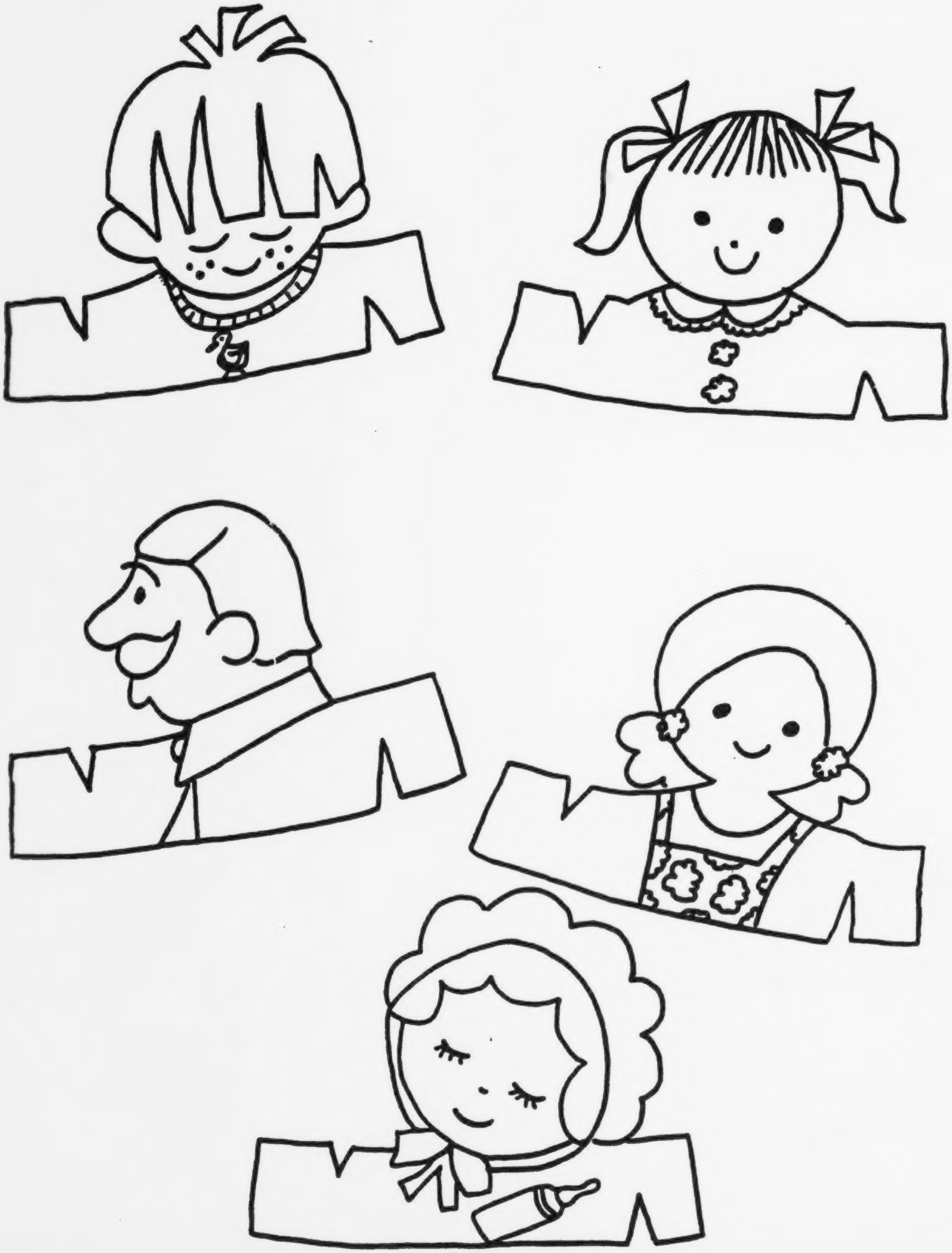
J'aime Papa, j'aime Maman
Et mon frère, et ma soeur
Et le petit bébé (2)
Et mon chat, et mon chien.

* See page 136 for visuals.


JUDY BAYER BILENKI

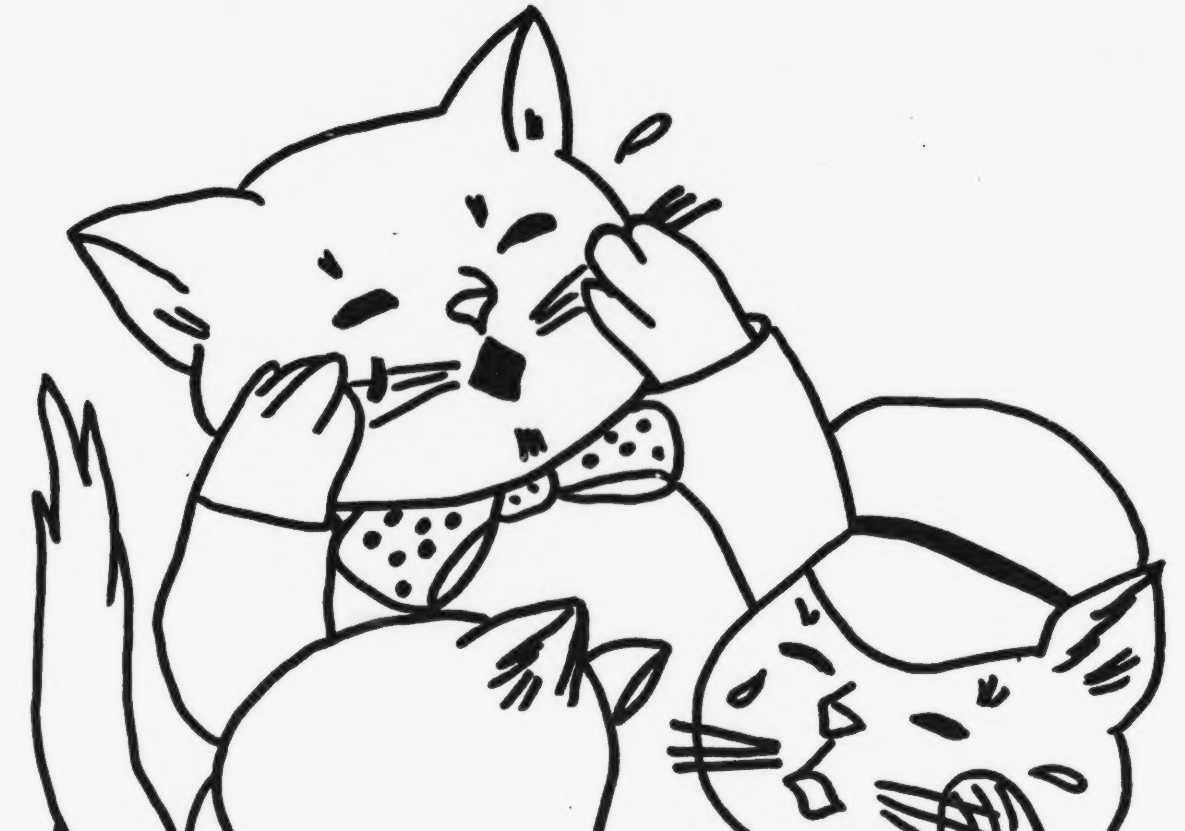
Finger Puppets:

For the teacher to use with the song "J'aime ma famille" on page 135.

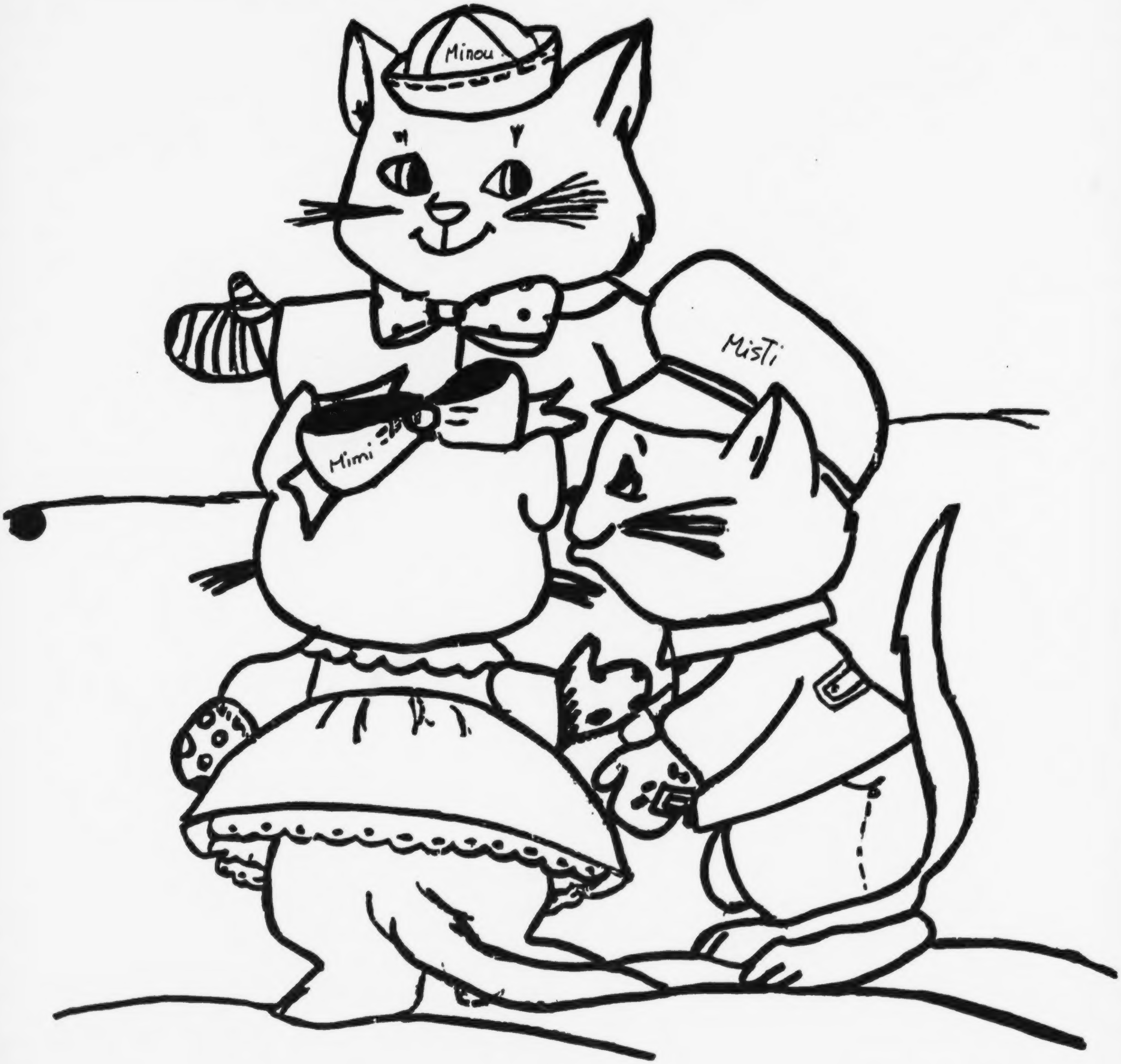


CONTE

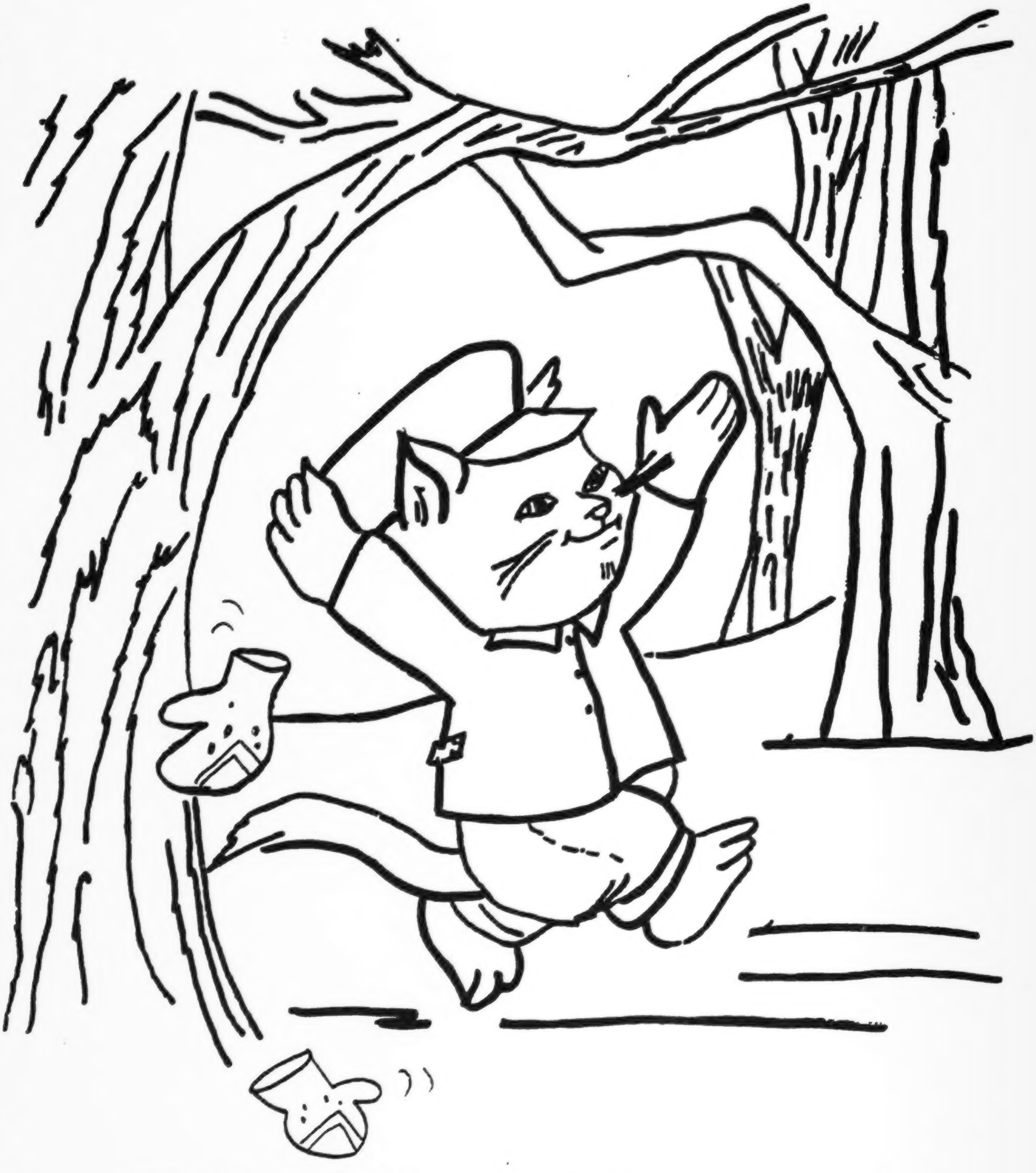
MISTI, MINOU ET MIMI



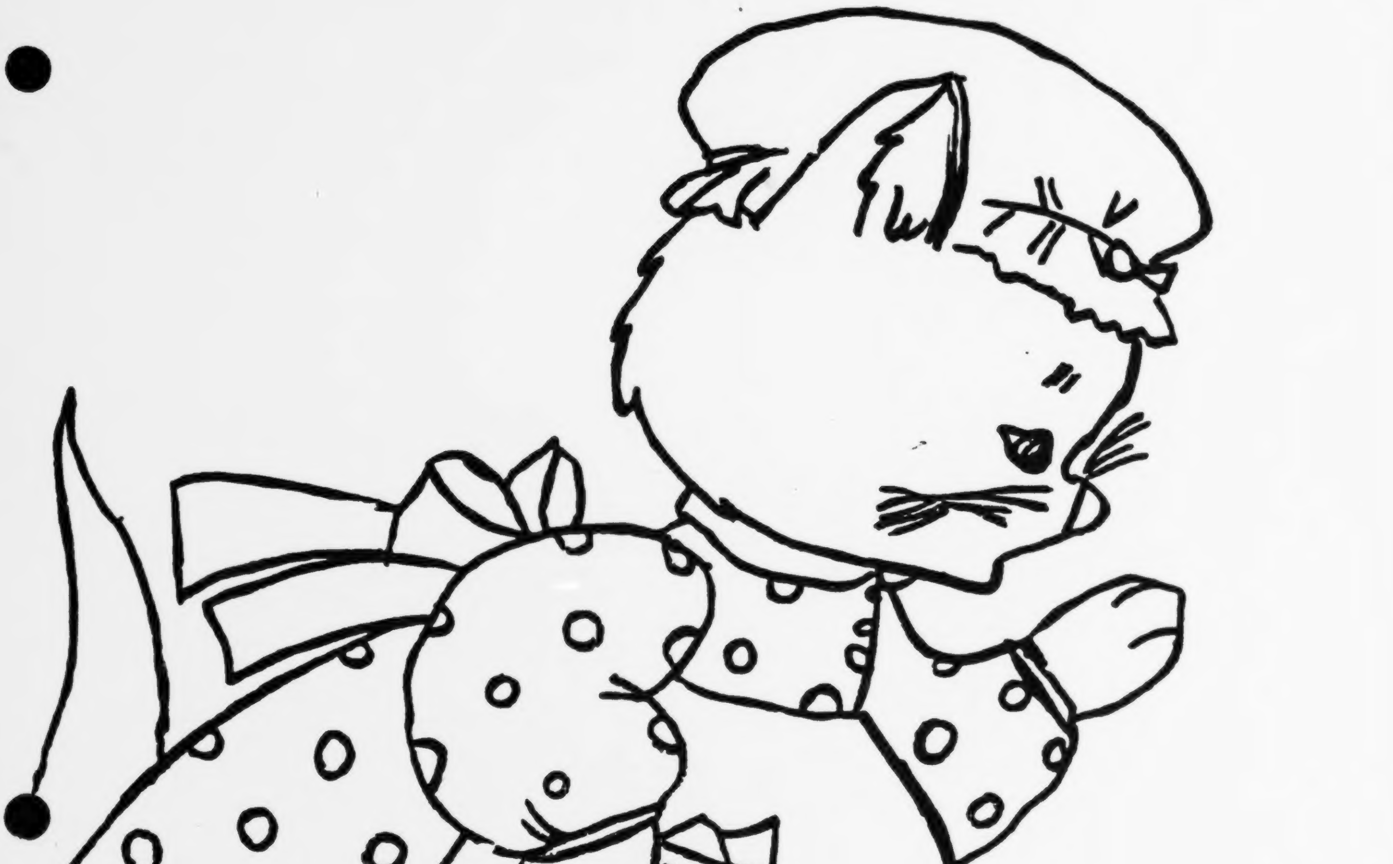
* To aid comprehension, it is essential that the mittens be coloured in advance.



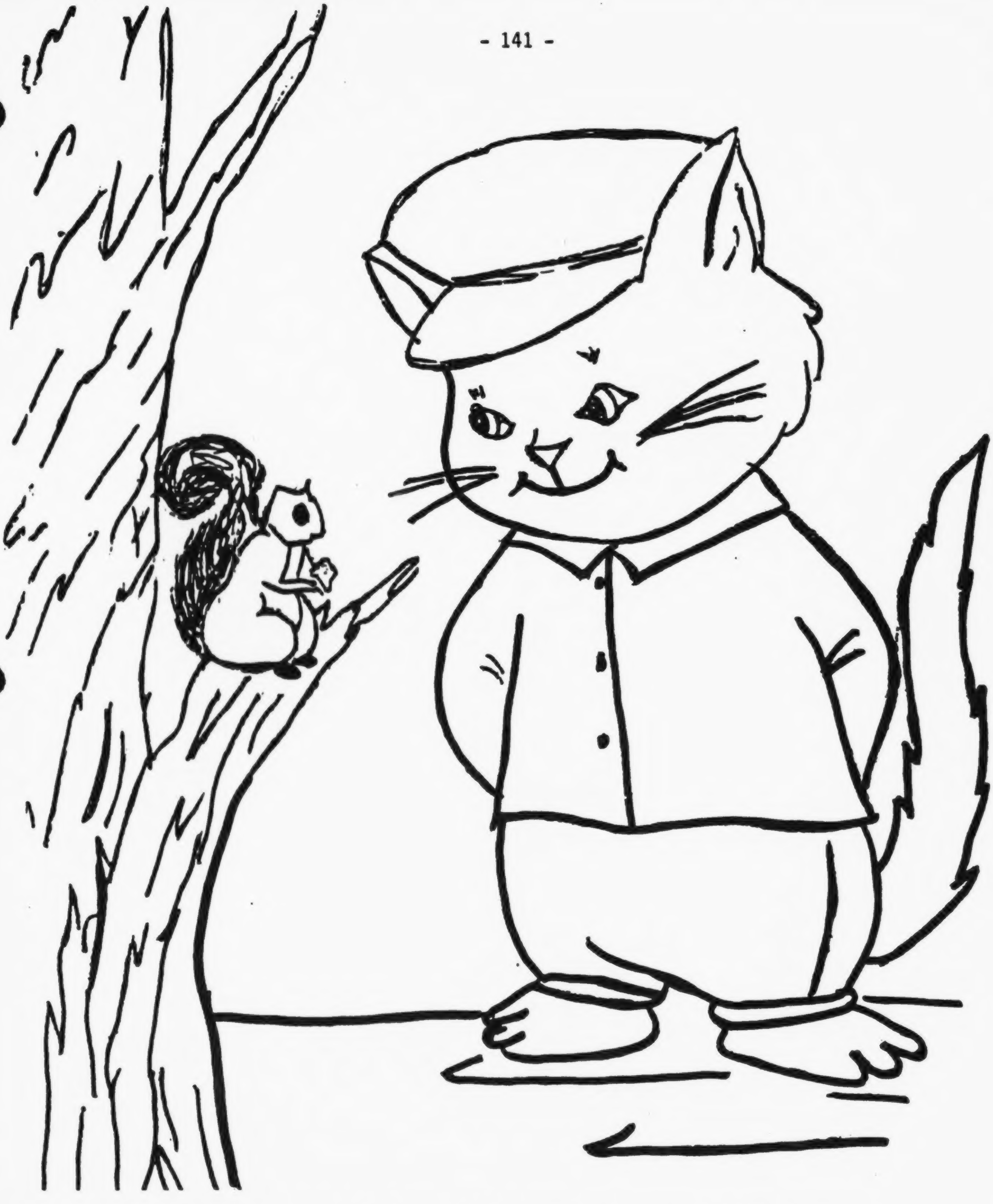
Voici trois petits chats, Misti, Minou et Mimi. Regardez les jolies mitaines. Misti a des mitaines bleues, Minou a des mitaines jaunes et Mimi a des mitaines rouges.



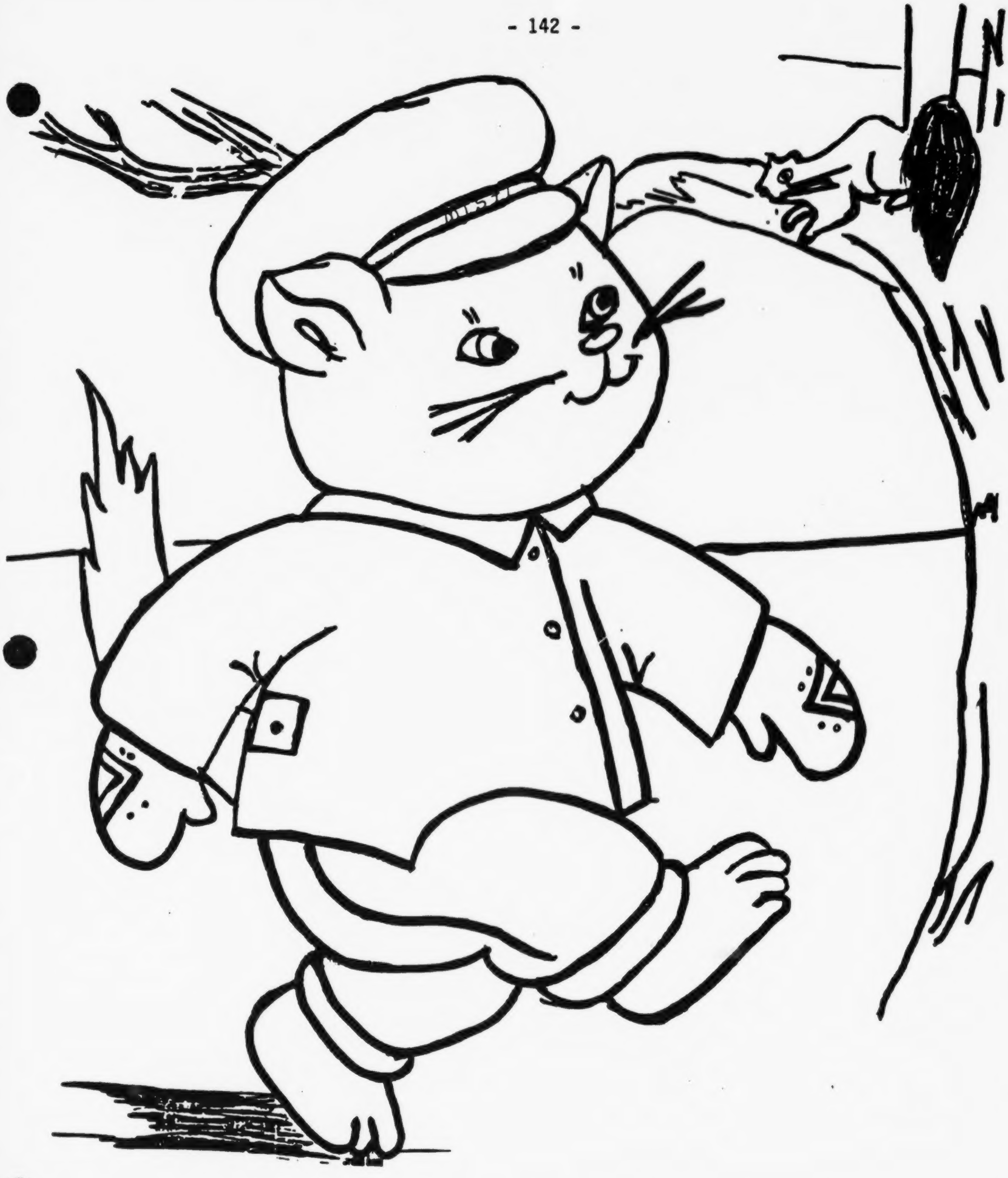
Voici Misti dans la forêt. Il marche et marche et marche. "Oh non, où sont mes mitaines?" Il est triste. "miaou, m-i-a-o-u".



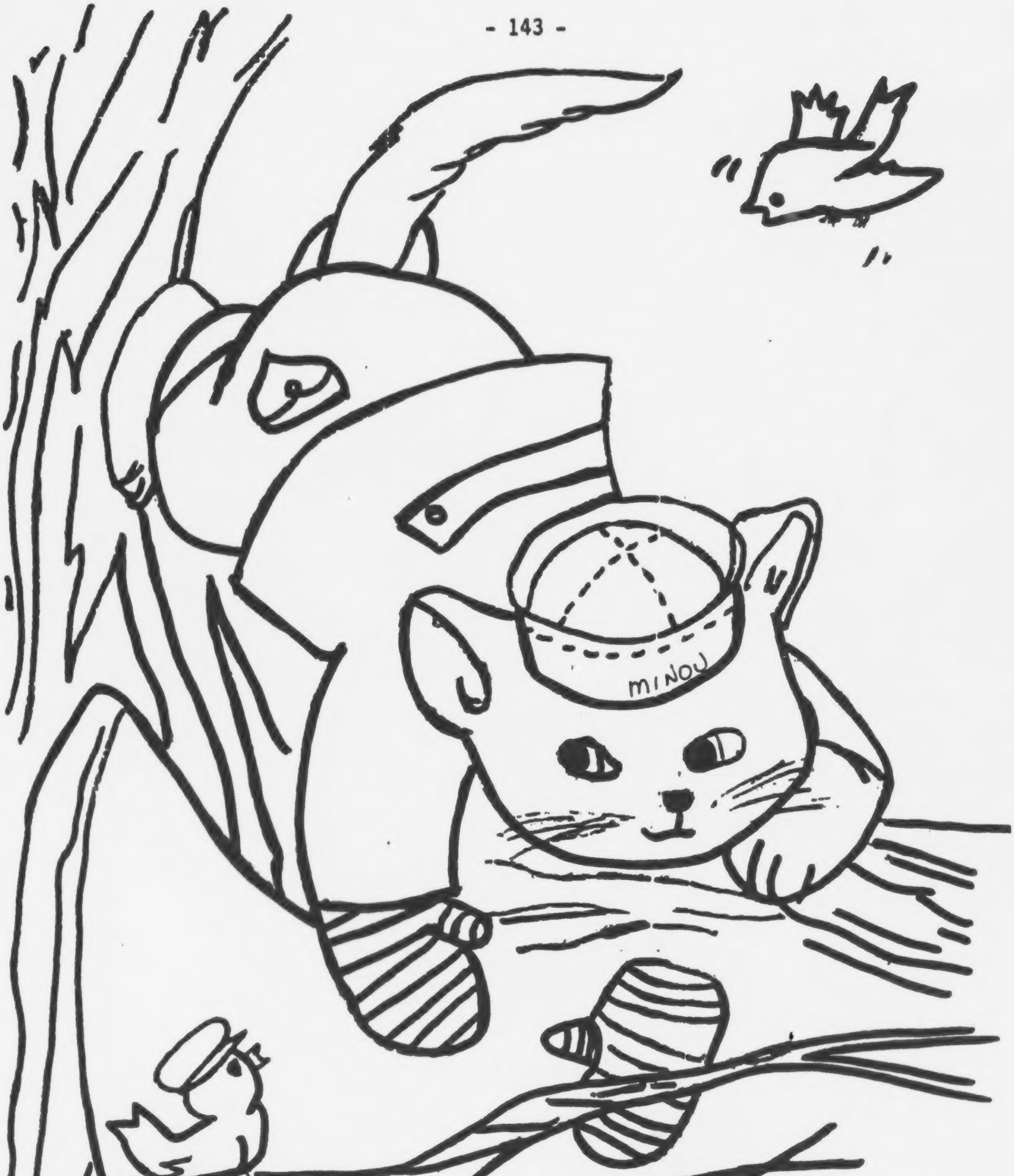
Misti retourne à la maison. Maman dit, "Où sont tes mitaines?" Misti pleure: "miaou, m-i-a-o-u. Je ne sais pas." Maman est fâchée. Elle dit, "Cherche tes mitaines!"



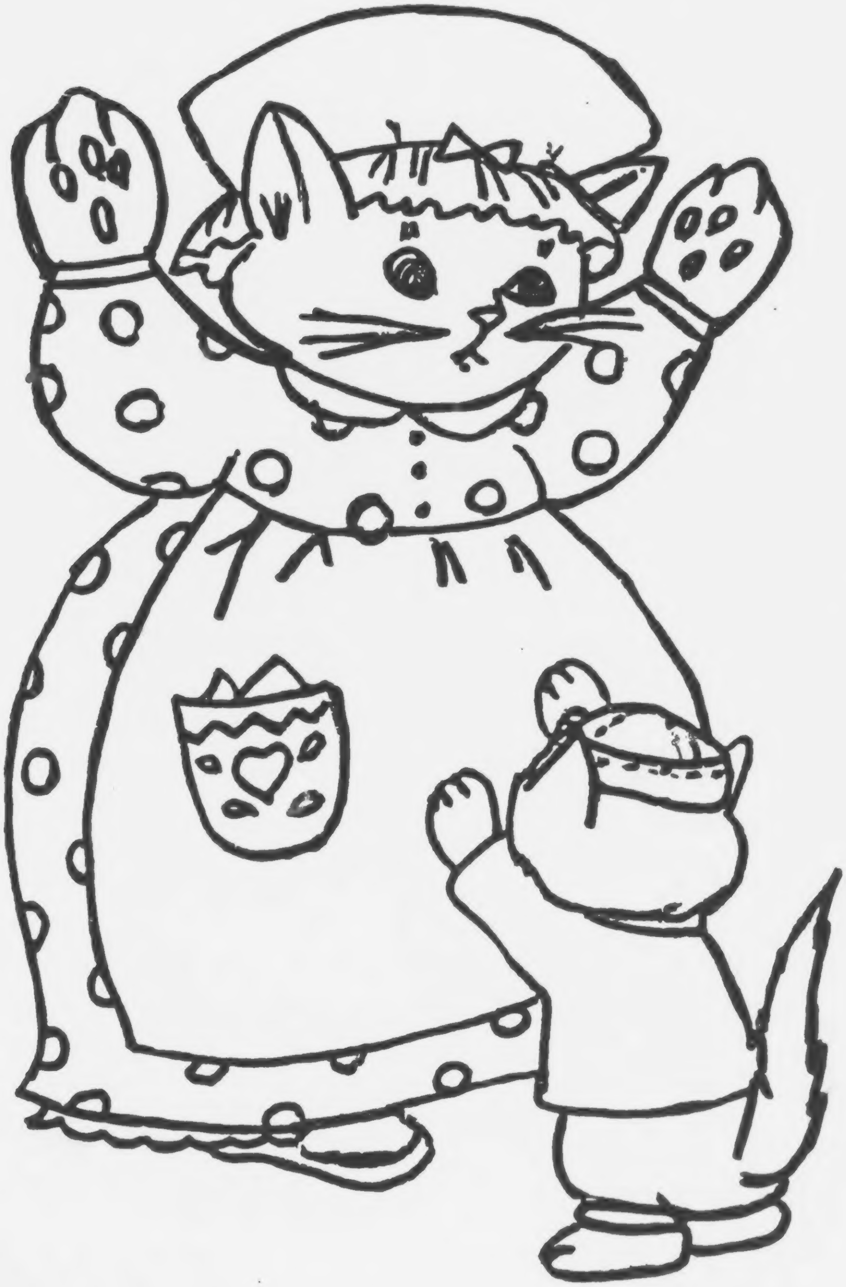
Misti cherche ses mitaines. Il marche et marche. "Ah! Bonjour Kiri". "Bonjour Misti, ça va?" "Non, je cherche mes mitaines", dit Misti. "C'est dommage!", dit Kiri



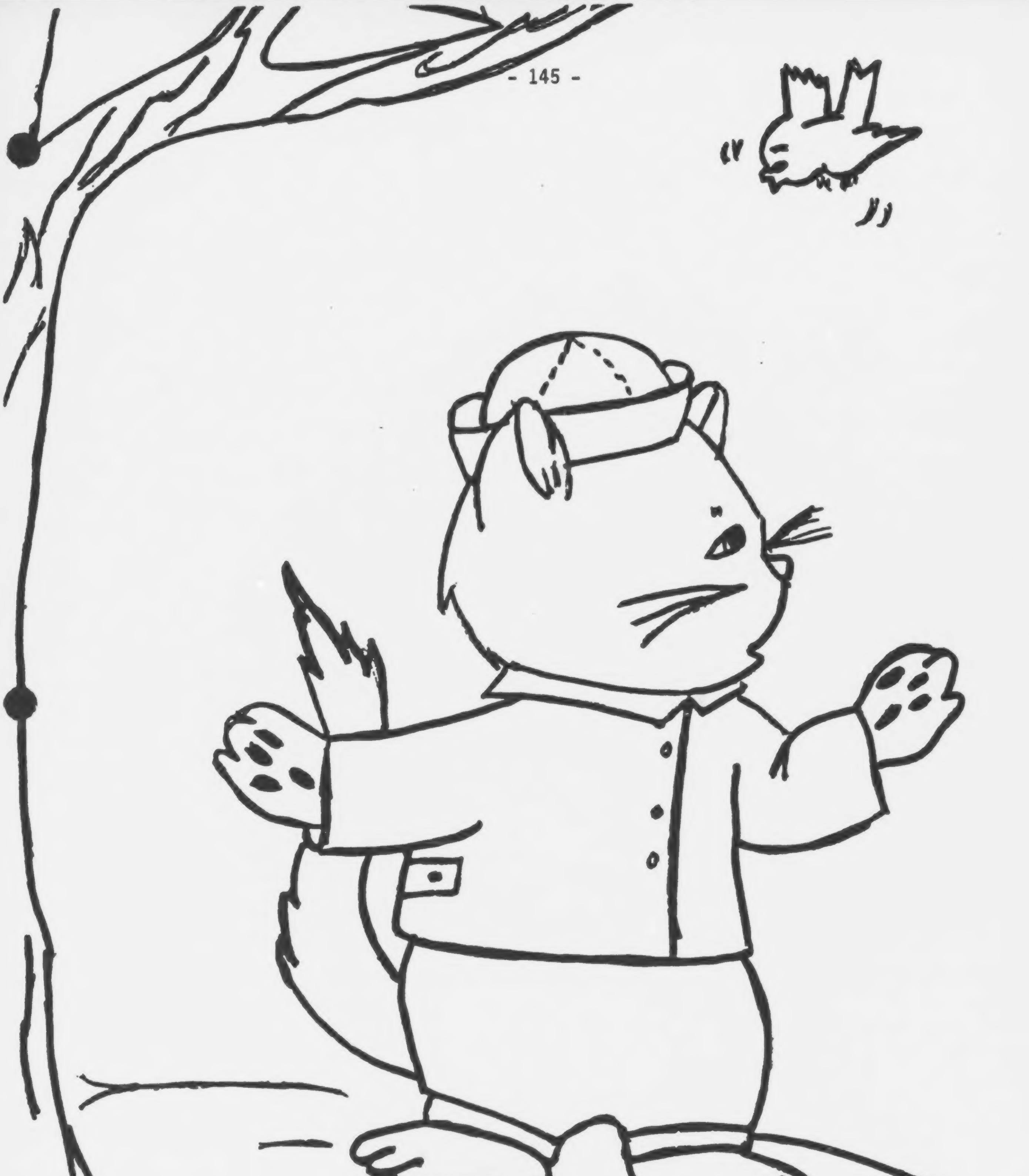
Misti et Kiri cherchent et cherchent. Kiri trouve les mitaines. "Les voilà!" "Oh, merci!", dit Misti. "De rien." "Au revoir, Kiri." "Au revoir, Misti." Misti est heureux.



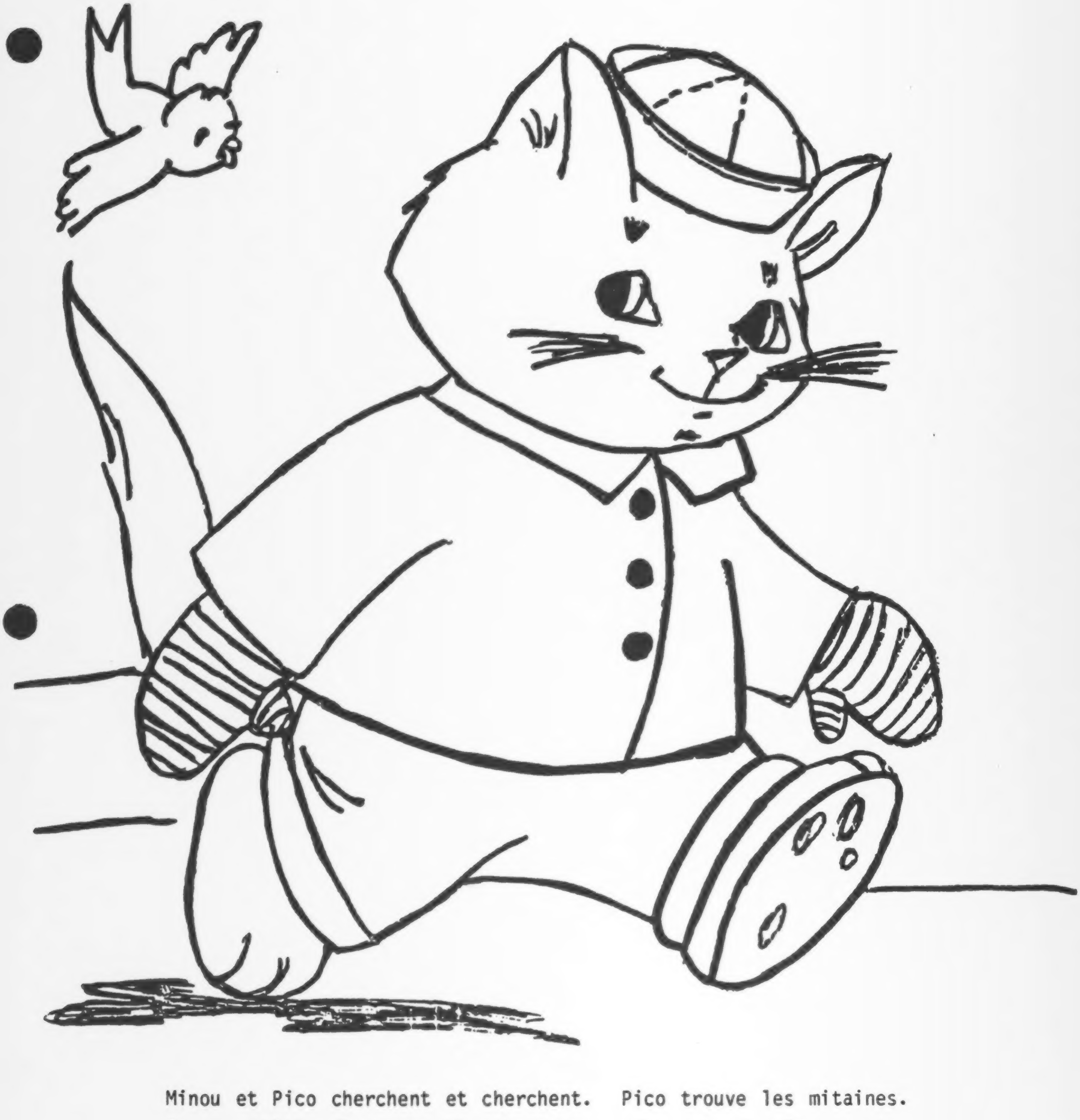
Minou joue dans la forêt. Il saute dans un arbre. "Oh! non, où sont mes mitaines? Pauvre Minou. Il est triste. Il pleure: "miaou, m-i-a-o-u."



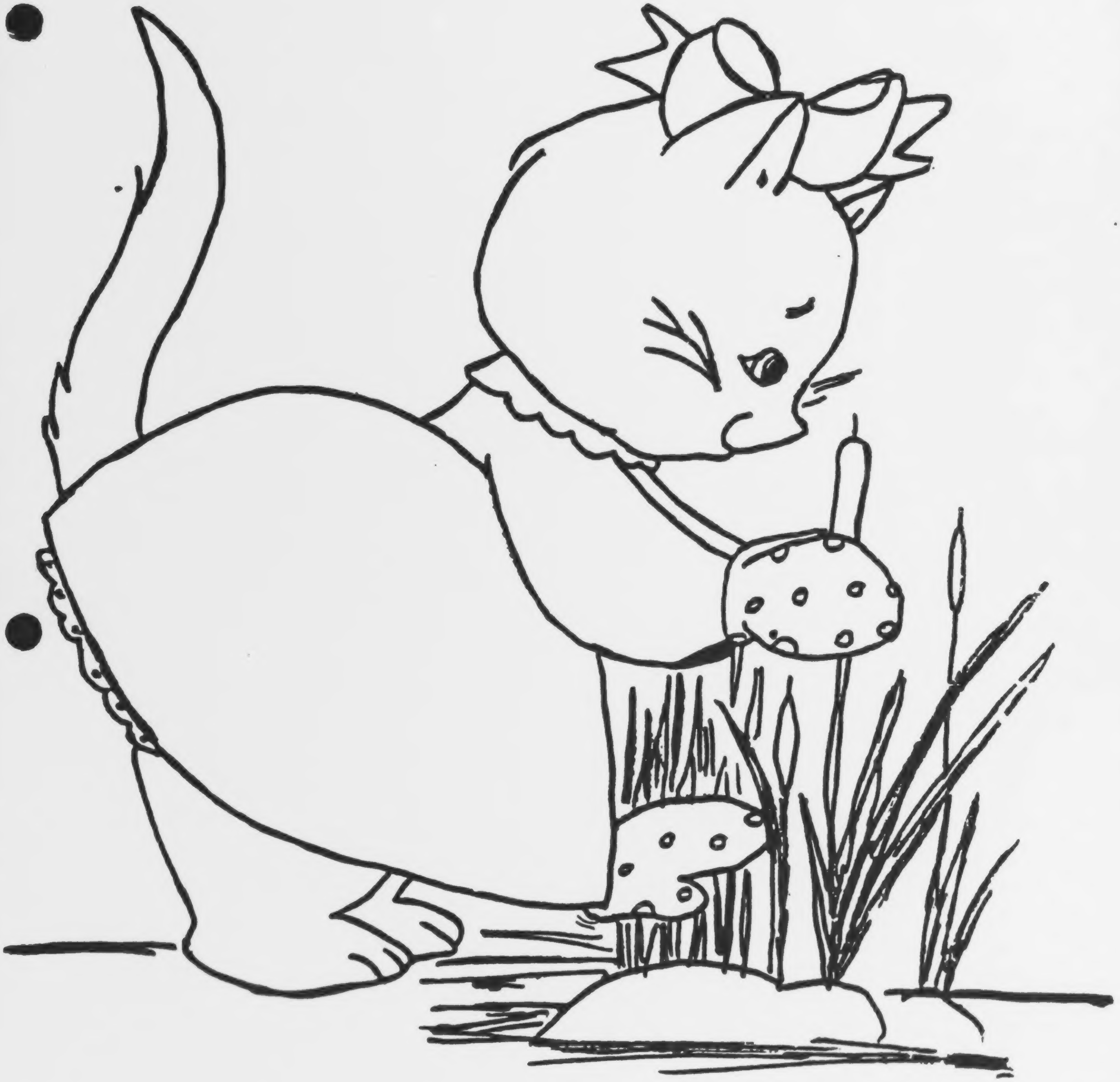
Minou retourne à la maison. "Où sont tes mitaines?", dit Maman. "Je ne sais pas", dit Minou. Maman est fâchée. Elle dit, "Cherche tes mitaines!"



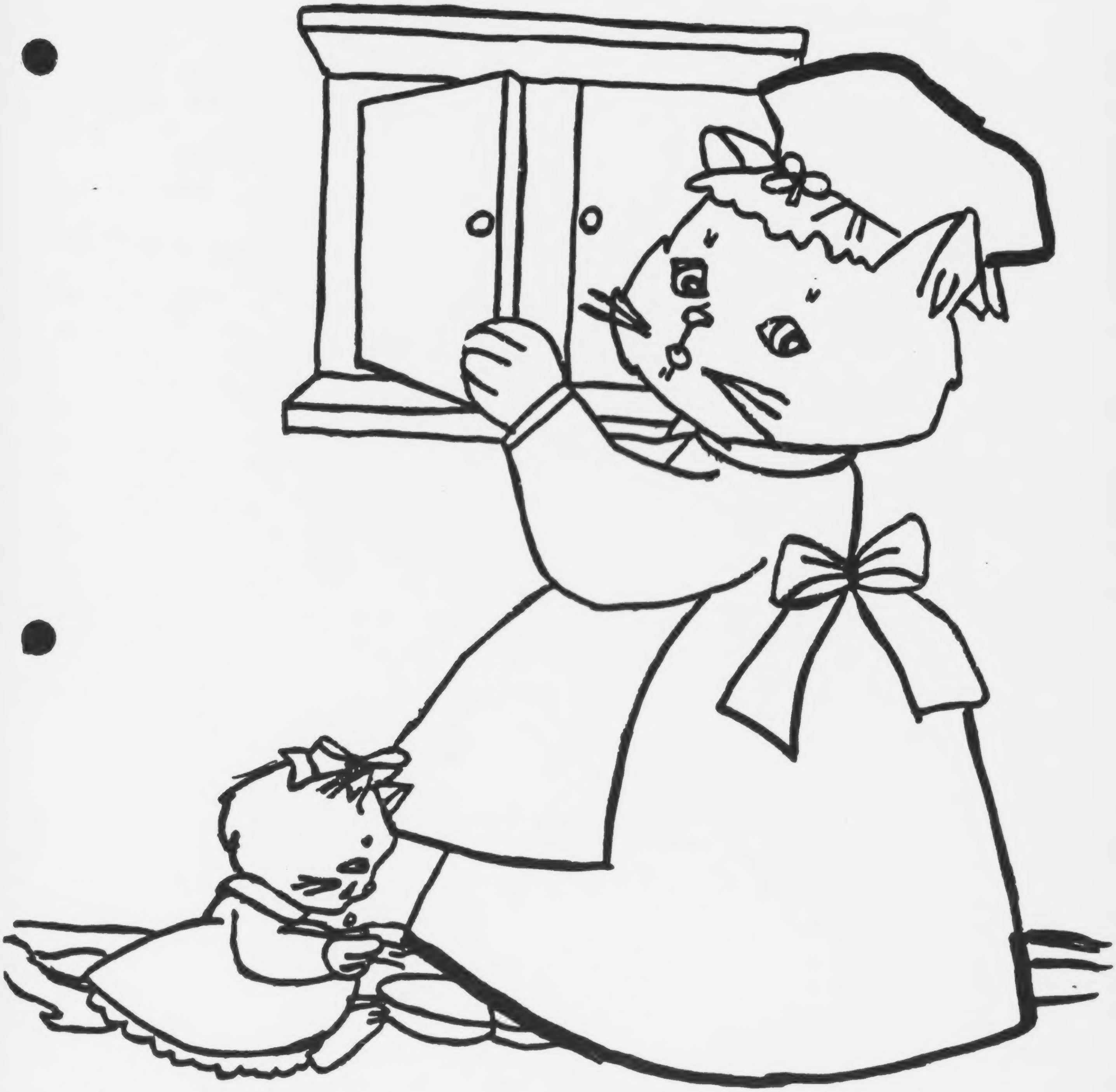
Minou cherche ses mitaines. Il marche et marche. "Bonjour Pico." "Bonjour Minou, ça va." - "Non, je cherche mes mitaines?", dit Minou. "C'est dommage!", dit Pico.



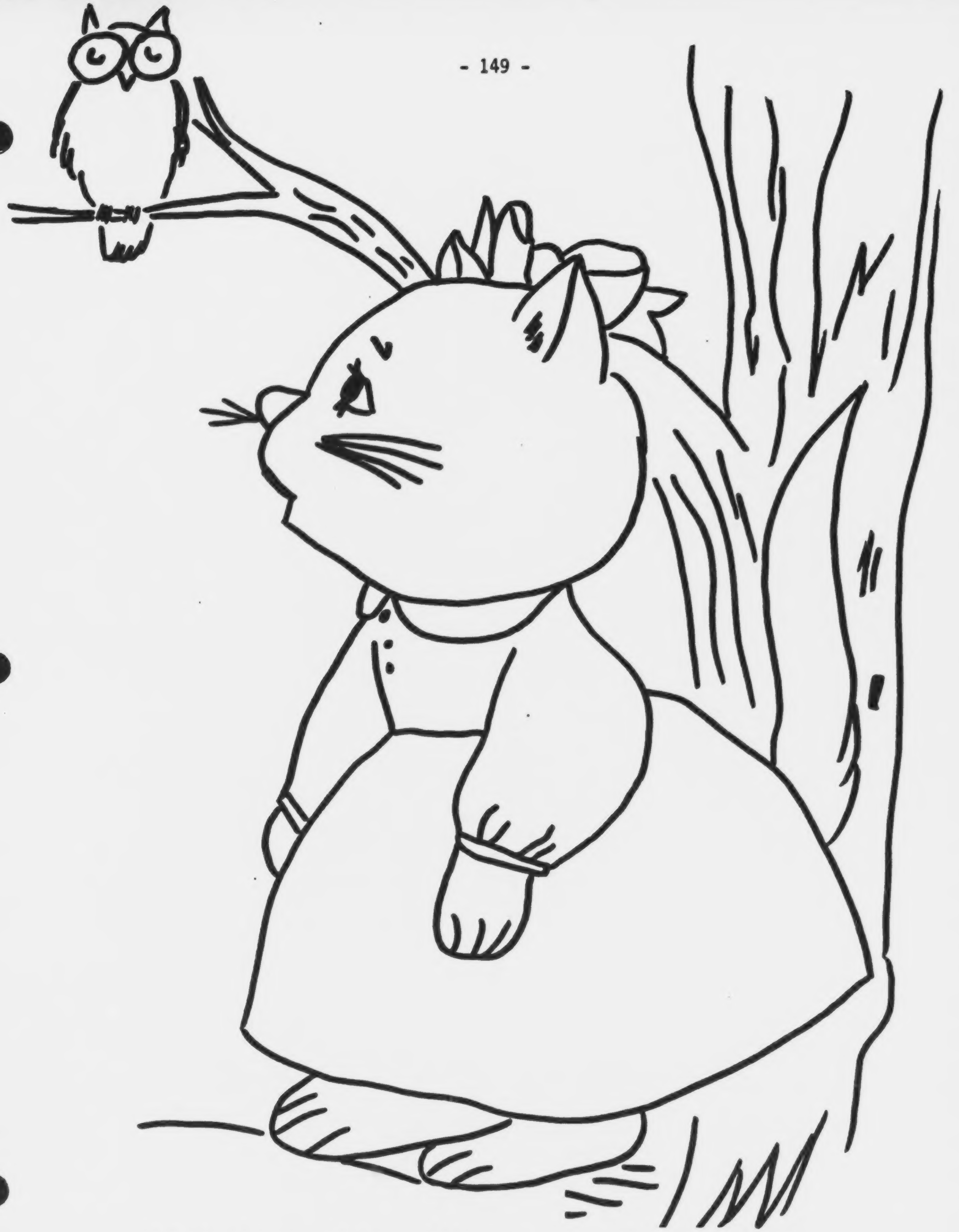
Minou et Pico cherchent et cherchent. Pico trouve les mitaines. "Les voilã!" "Oh, merci", dit Minou. "De rien." "Au revoir, Pico." "Au revoir, Minou." Minou est heureux.



Mimi joue dans le jardin. "Oh, là, là, où sont mes mitaines?"
Pauvre Mimi, elle est triste. Elle pleure: "miaou, m-i-a-o-u."

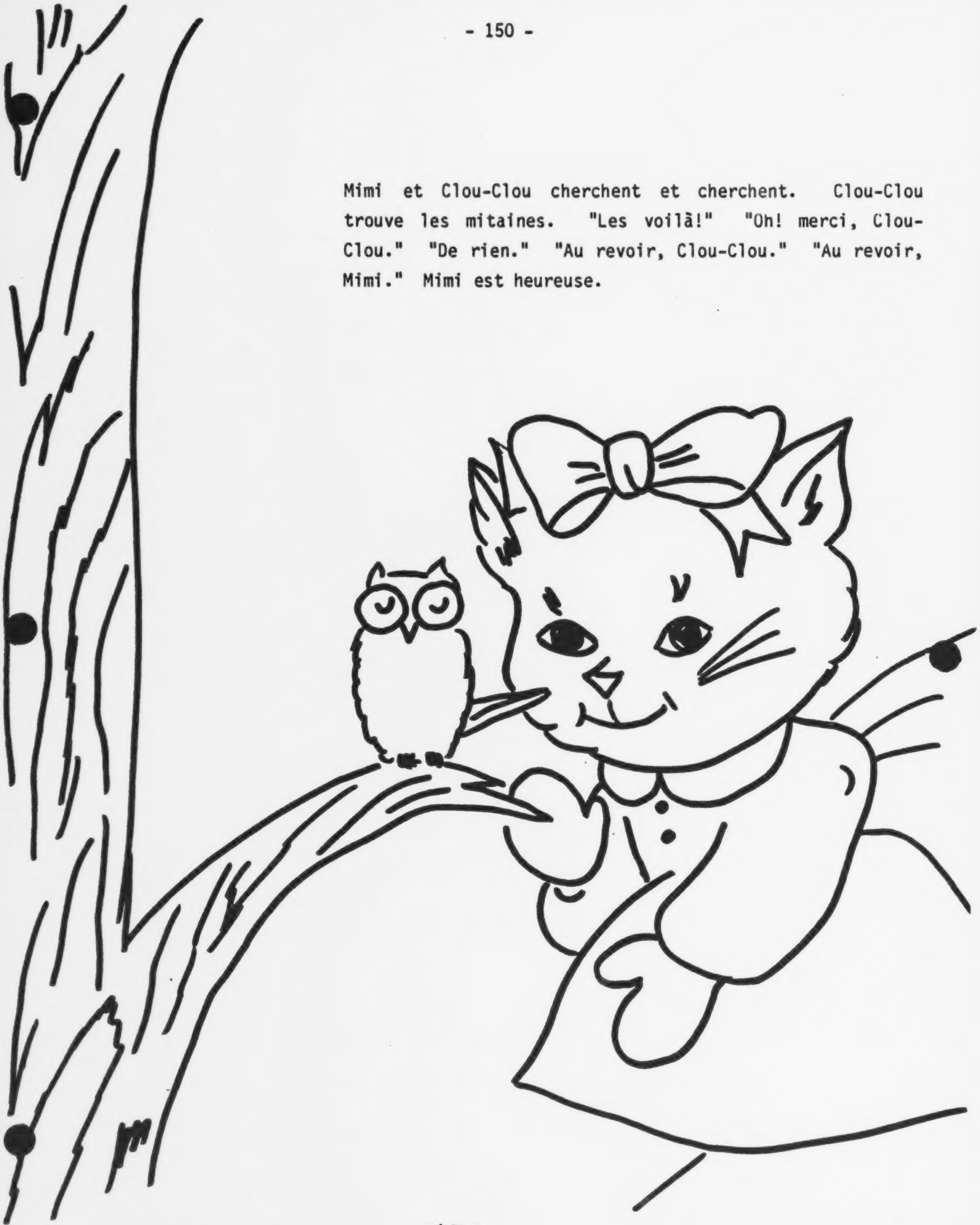


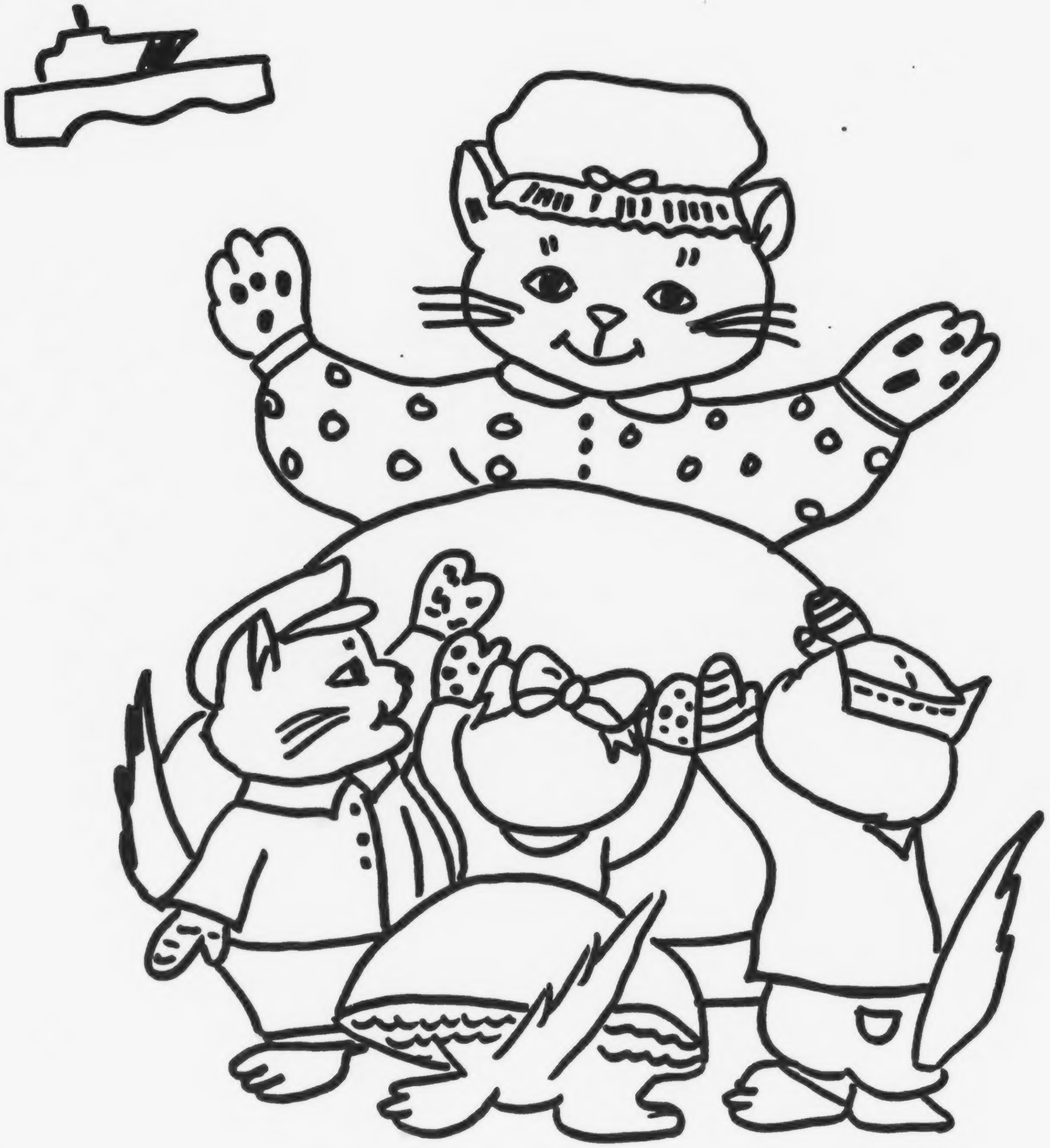
Mimi retourne à la maison. Maman dit, "Où sont tes mitaines?" Mimi pleure: "miaou, m-i-a-o-u, je ne sais pas." Maman est fâchée. Elle dit, "cherche tes mitaines."



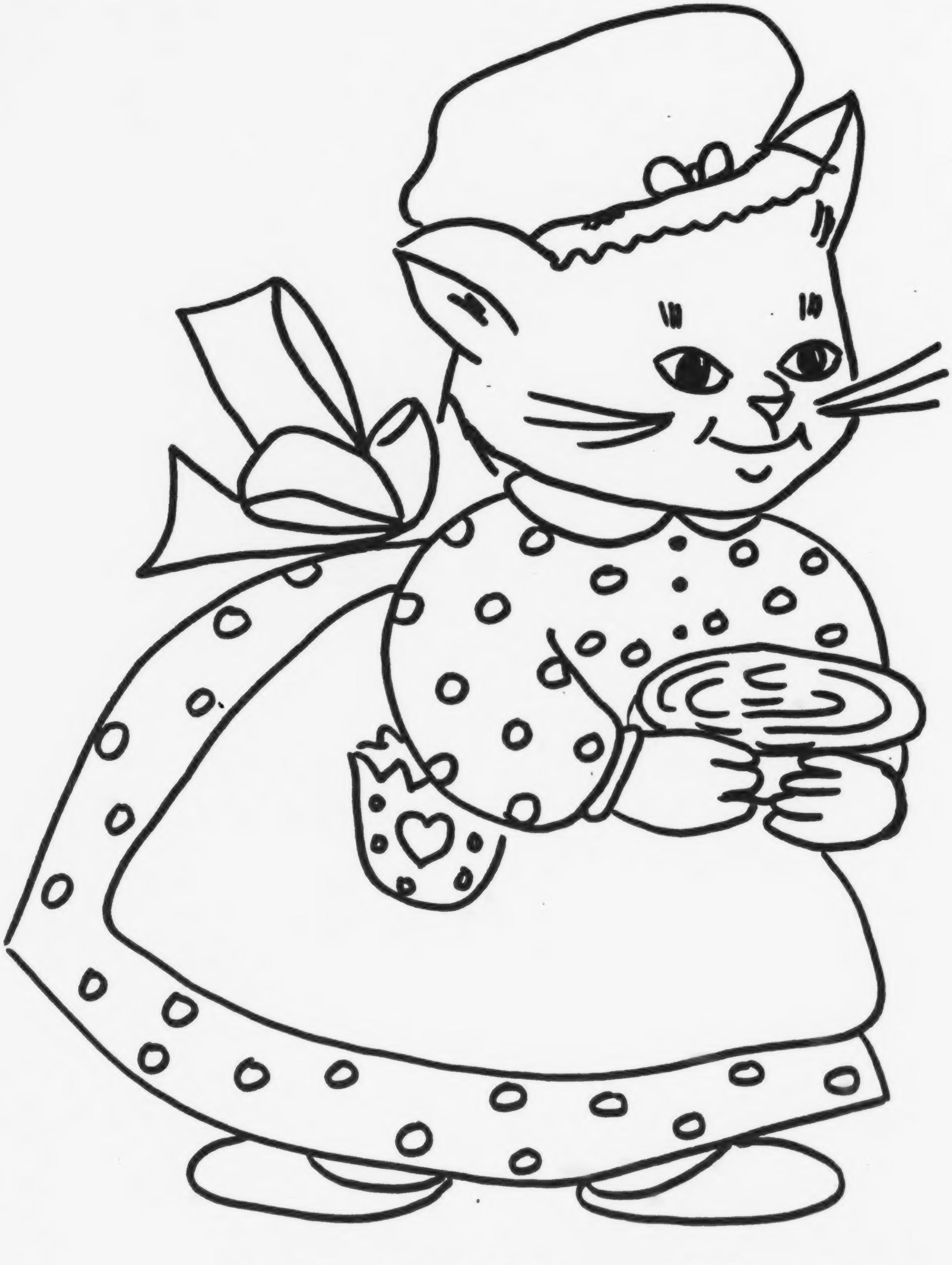
Mimi cherche ses mitaines. Elle marche et marche. "Bonjour Clou-Clou." "Bonjour Mimi, ça va?" "Non, je cherche mes mitaines." "C'est dommage", dit Clou-Clou.

Mimi et Clou-Clou cherchent et cherchent. Clou-Clou trouve les mitaines. "Les voilà!" "Oh! merci, Clou-Clou." "De rien." "Au revoir, Clou-Clou." "Au revoir, Mimi." Mimi est heureuse.

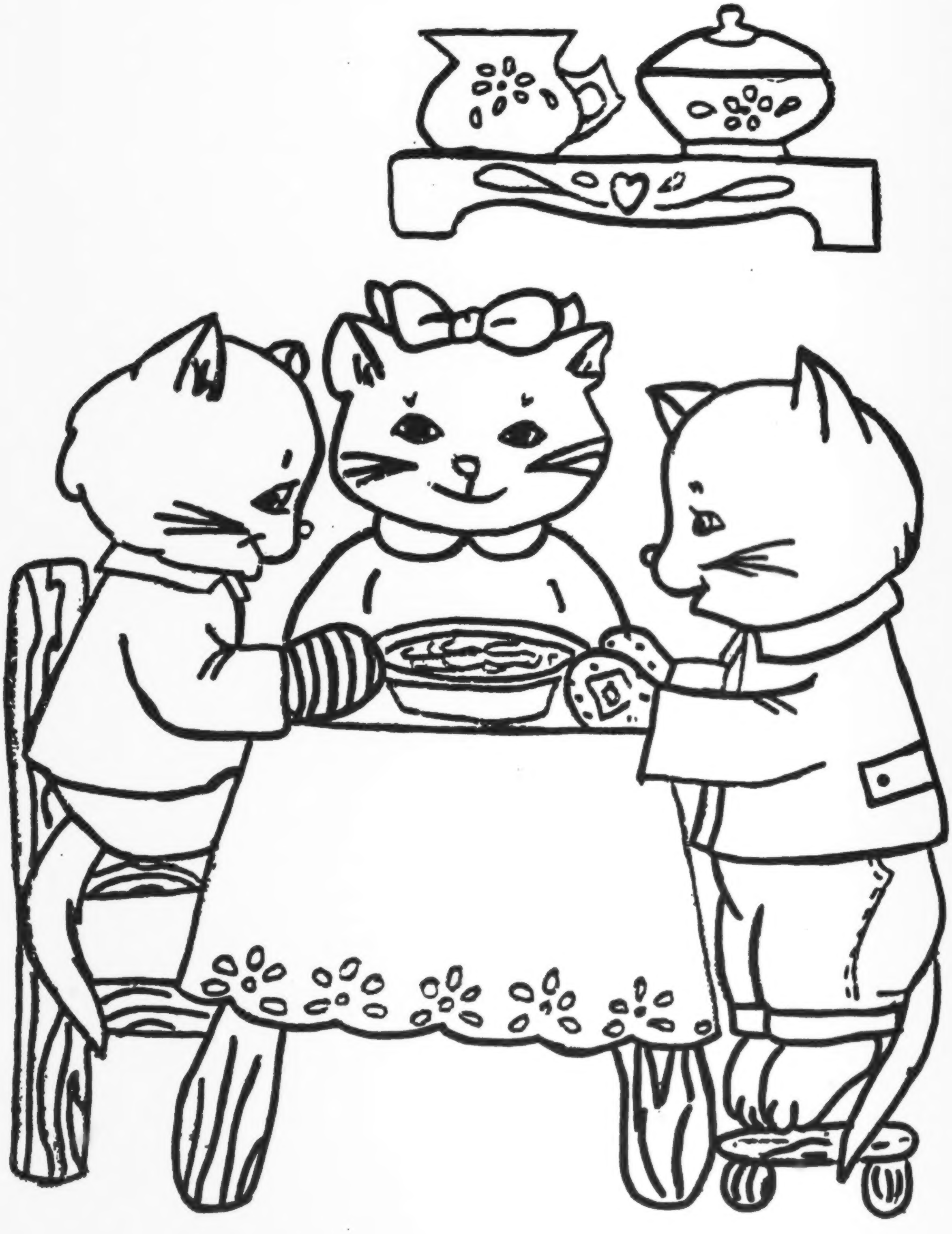




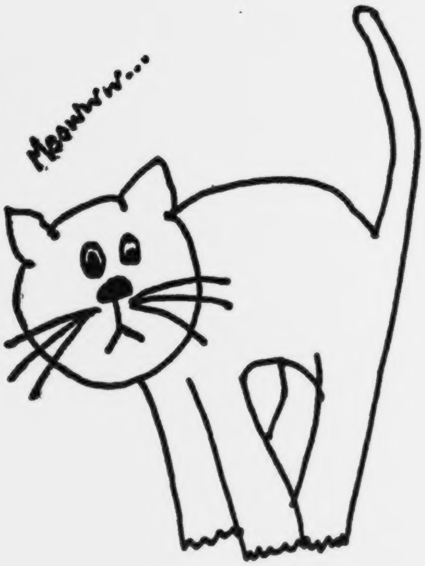
Les trois chats retournent à la maison.
"Maman, voici mes mitaines!", dit Misti.
"Et, voici mes mitaines!", dit Minou.
"Et, voici mes mitaines!", dit Mimi.
Maman est heureuse.



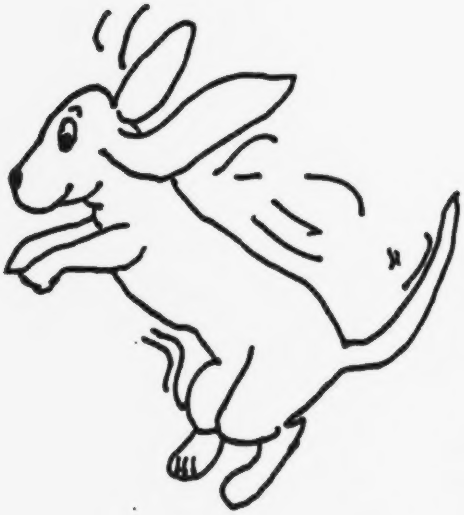
"Bravo!", dit Maman. "Voici votre crème."

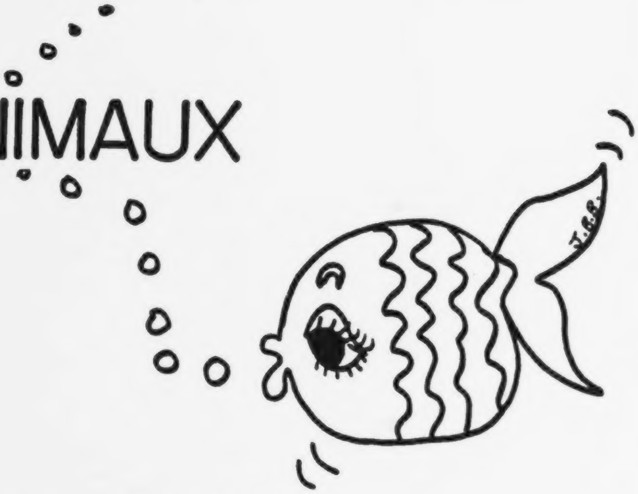


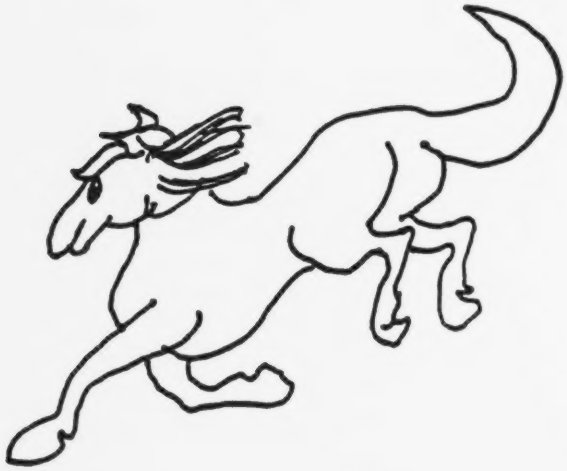
Les trois petits chats sont heureux.
"M-m-m-m, c'est délicieux, m-m-m-m."



LES ANIMAUX FAVORIS







2e année

COMPTINES

1. Mon petit chat Néron

Ron, ron, ron
Fait Néron
Sur le gazon
De la maison

2. Petits pas

Petits pas de souris
Sur le tapis.

Très grands pas de géant
Dans les champs.

Très gros pas d'éléphant
Dans le vent.

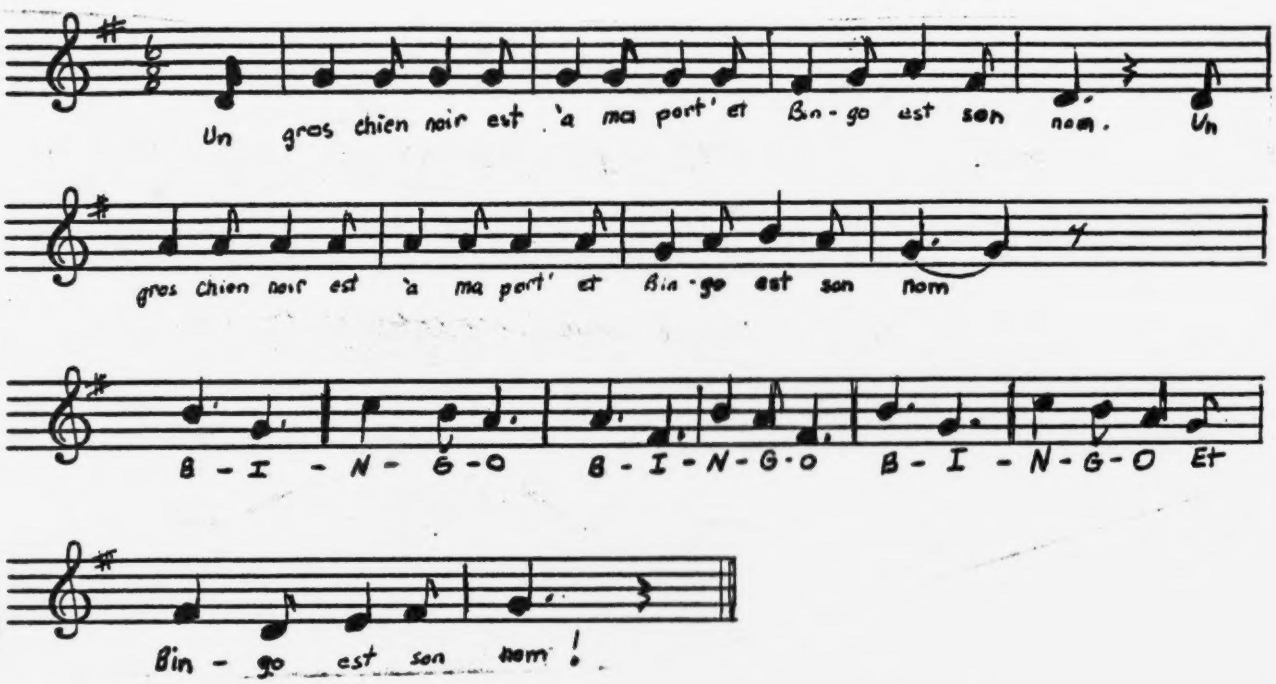
Très petits pas d'enfant
Avec maman!

3. Marche

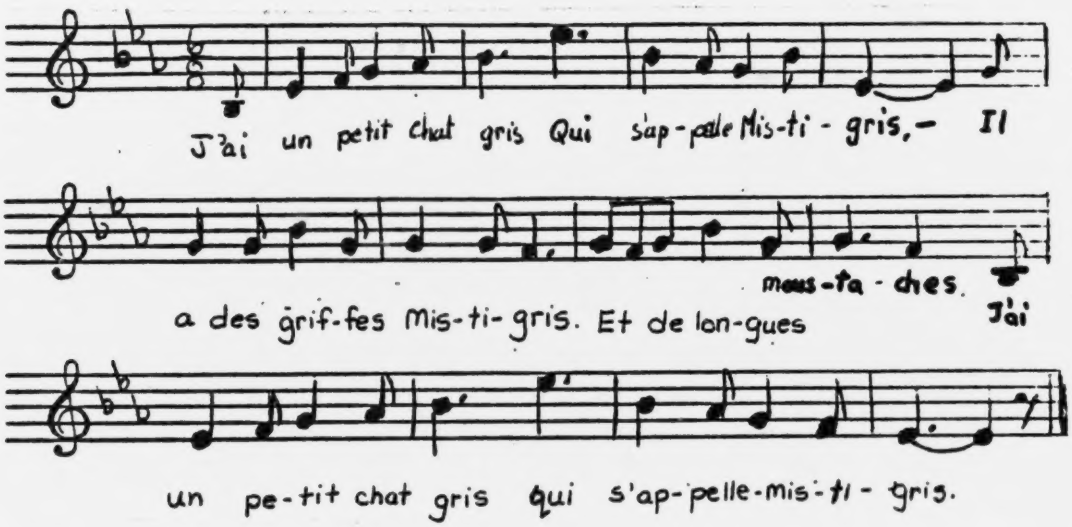
Un éléphant blanc
Marche devant.
Un éléphant vert
Marche derrière.
Trois éléphants bleus
Marchent au milieu
A la queue leu leu!

CHANSONS

1. Bingo


Un gros chien noir est 'a ma port' et Bin-go est son nom. Un
gros chien noir est 'a ma port' et Bin-go est son nom
B-I-N-G-O B-I-N-G-O B-I-N-G-O Et
Bin-go est son nom!

2. Mistigris

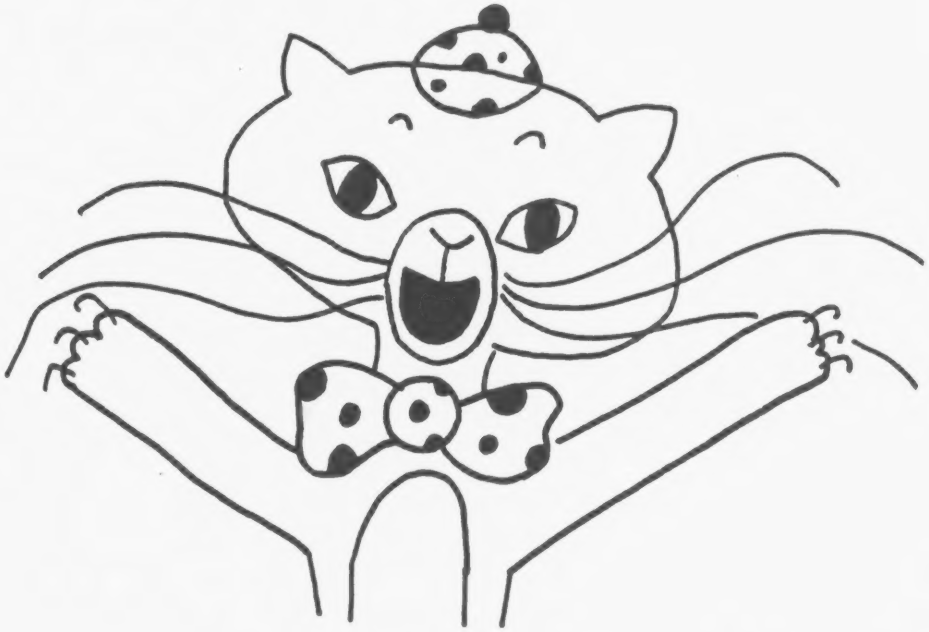

J'ai un petit chat gris Qui s'ap-pelle Mis-ti-gris. - Il
a des grif-fes Mis-ti-gris. Et de lon-gues mous-ta-ches. J'ai
un pe-tit chat gris qui s'ap-pelle-mis-ti-gris.

Variation: May be done as a poem with actions.

MISTIGRIS

Variation: To be done as a poem with actions.

J'ai un petit chat gris Il s'appelle Mistigris.	Pretend to hold a cat and pet it.
Il a des griffes, Mistigris	Raise your hands with fingers in a claw-like position.
Et de longues moustaches.	Pretend that your mustache stretches very far on either side and curls up at the ends.
J'ai un petit chat gris Il s'appelle Mistigris.	Repeat first action.

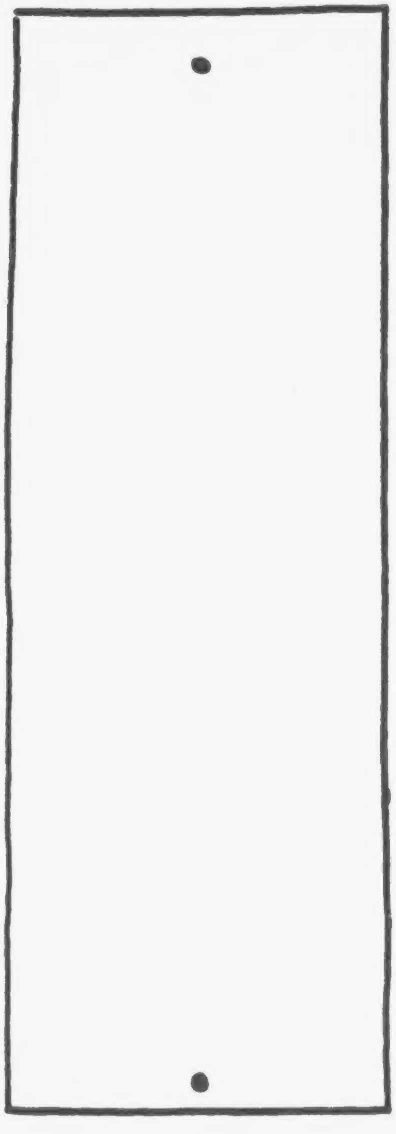


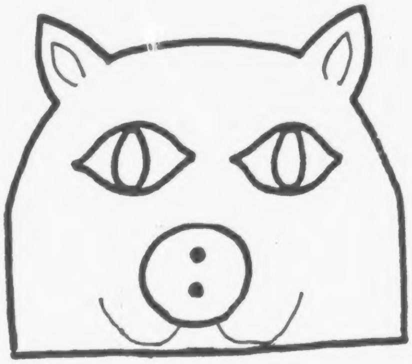
ACTIVITÉ

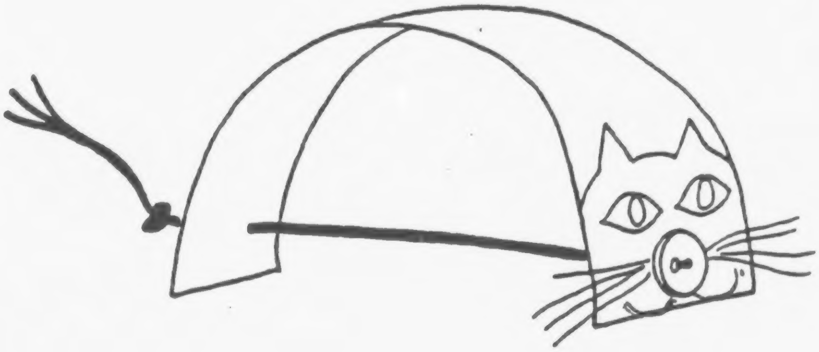
1. Le chat Néron

Materials needed: wool, a button, light cardboard, crêpe paper or pipe cleaners

Cut body and face. Thread wood and sew on button for nose. Leave a 3" length for "tail". The mustache may be made with crêpe paper or pipe cleaners.







CONTE

MISTIGRIS

Adaptation: Madeleine Gagne

Mistigris

Page

1. Voici un petit garçon. C'est Rémi. Rémi habite dans une ferme. Il a un beau petit chat gris qui s'appelle Mistigris. Rémi habite dans la maison et son chat habite dans la grange. (p. 164)

2. Un jour Rémi cherche Mistigris pour jouer. Il cherche et cherche. Mistigris n'est pas là. Où est-il?... (p. 165)

3. Rémi regarde sous la chaise. Mistigris n'est pas là. Rémi regarde sous la table. Mistigris n'est pas là. Où est Mistigris?... (p. 166)

4. Rémi va dehors. Il cherche dans le jardin. Il regarde sous les lilas. Mistigris n'est pas là. Pauvre Mistigris, il est perdu! (p. 167)

5. Bijou, le chien arrive.
   - "Bonjour Rémi, ça va?", dit le chien.
   - "Non, ça va mal", dit Rémi.
   - "Ça va mal?"
   - "Oui, je cherche mon chat. Où est Mistigris?"
   - "Je ne sais pas."
   - "Au revoir, Bijou."
   - "Au revoir, Rémi." (p. 168)

6. Oh, voilà une souris. Elle court.
   "Où est Mistigris?", dit Rémi. (p. 169)

Page

7. Rémi cherche Mistigris. Il marche et marche et rencontre Zouzou, la vache.
- "Bonjour, Rémi, ça va?" dit la vache.
- "Non, ça va mal" dit Rémi
- "Ça va mal?"
- "Oui, je cherche mon chat. Où est Mistigris?"
- "Je ne sais pas."
- "Au revoir, Zouzou."
- "Au revoir, Rémi." (p. 170)

8. Rémi cherche et cherche Mistigris. Il rencontre Paulette la poule.
- "Bonjour Rémi, ça va?" dit la poule
- "Non, ça va mal" dit Rémi.
- "Ça va mal?"
- "Oui, je cherche mon chat. Où est-il?
- "Je ne sais pas."
- "Au revoir, Paulette."
- "Au revoir, Rémi." (p. 171)

9. Pauvre Rémi. Il est triste. Il a perdu Mistigris. Il marche et marche. Rémi appelle son chat. "Mistigris!... Mistigris!... Où es-tu? Où es-tu?" (p. 172)

10. Il arrive à l'étang. Cri-cri, la grenouille est dans l'eau. Elle saute et saute et saute.
- "Bonjour Rémi", dit-elle, "Ça va?"
- "Non, ça va mal."
- "Ça va mal?"
- "Oui, je cherche mon chat. Où est Mistigris?" (p. 173)

Page

11. La grenouille s'assied....
- "Un chat gris, h-m-m-m."
- "Oui Mistigris est gris. Oũ est Mistigris?"
- "Dans la forêt."
- "Merci", dit Rémi, "Au revoir."
Rémi est heureux. Il sourit. Rémi ne marche pas. Il court vite. (p. 174)

12. Il court et court et arrive dans la forêt. Il rencontre Julien, le lapin.
- "Bonjour Rémi, ça va?" dit le lapin
- "Non, ça va mal" dit Rémi.
- "Ça va mal?"
- "Oui, je cherche mon chat." (p. 175)

13. Julien, le lapin, s'assied....
- "Un chat gris, h-m-m-m."
- "Oui Mistigris est gris. Oũ est-il?"
- "Dans la forêt" dit Julien." (p. 176)

14. Rémi marche et marche dans la forêt. Et voici Paulette, la poule.
- "Paulette, oũ est Mistigris?" dit Rémi. (p. 177)

15. La poule est fâchée.
- "Je sais, je sais" dit Paulette. (p. 178)

16. "Viens avec moi" dit Paulette. La poule marche devant. Rémi est heureux. Il sourit. Il marche derrière la poule. (p. 179)

17. Voilã la maison des poules. Paulette court vite. Rémi court vite. Il court derrière la poule. (p. 180)

Page

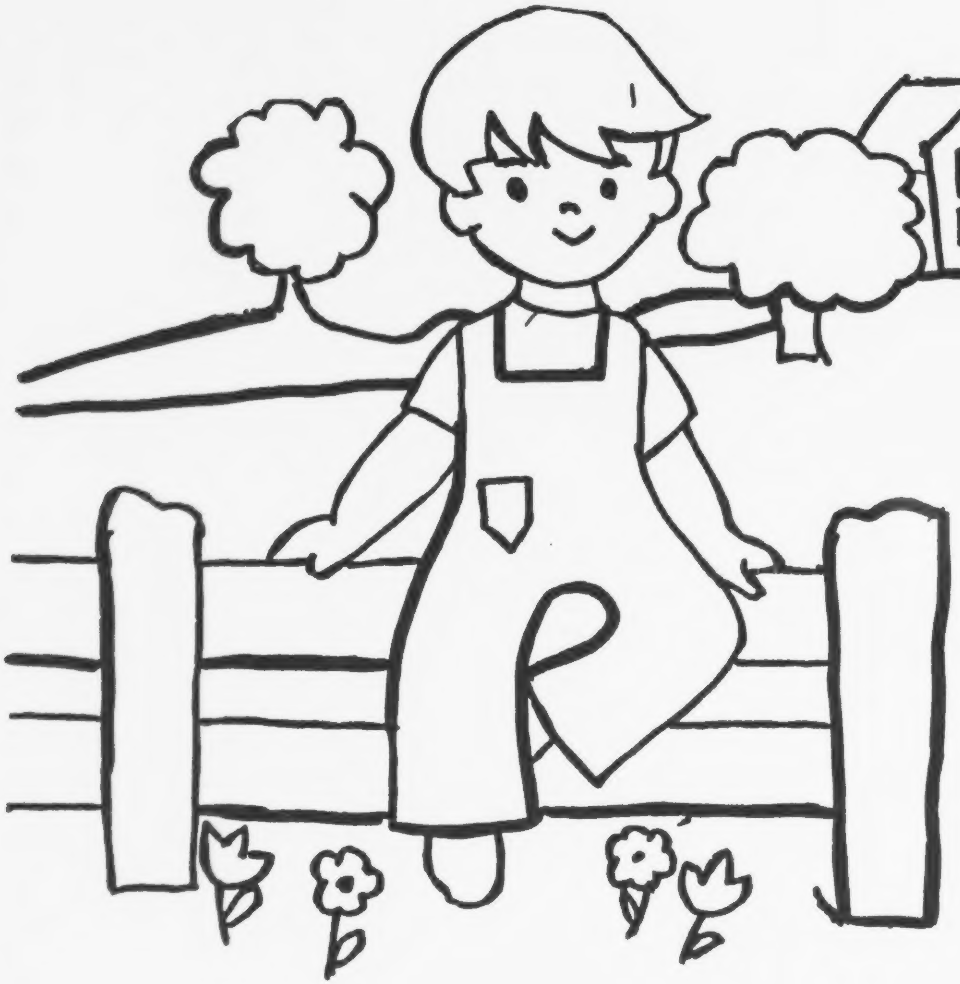
18. "Regarde!" dit la poule. "Voilà Mistigris. Il dort dans mon lit." Pauvre Paulette. Elle n'a pas de lit. "Viens ici! Viens ici! Viens ici, Mistigris!", dit Rémi. (p. 181)

Mais Mistigris ne répond pas. Il dort. Il dort dans le lit de la poule. (p. 182)

19. Rémi chatouille Mistigris. "Reveille-toi, Mistigris, réveille-toi!" (p. 183)

20. Mistigris se réveille. Rémi est très content. Voici mon chat. "Viens jouer, Mistigris, viens jouer avec moi." (p. 184)

LA FIN



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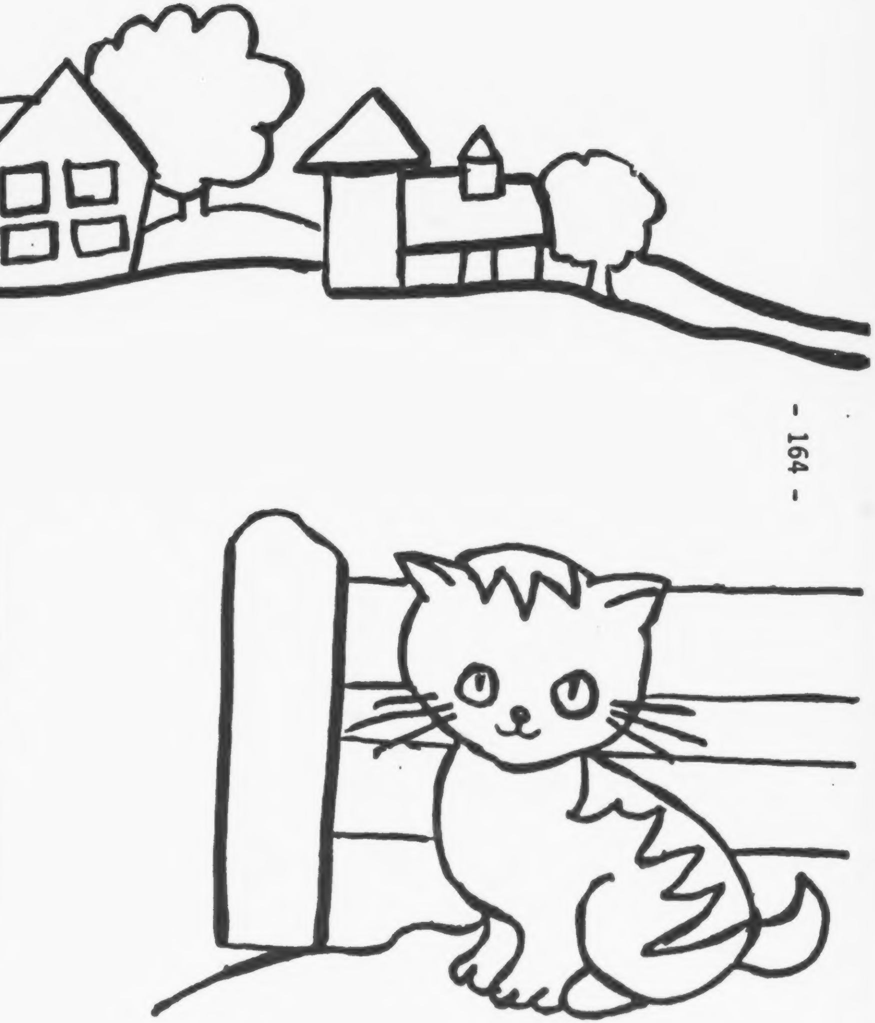

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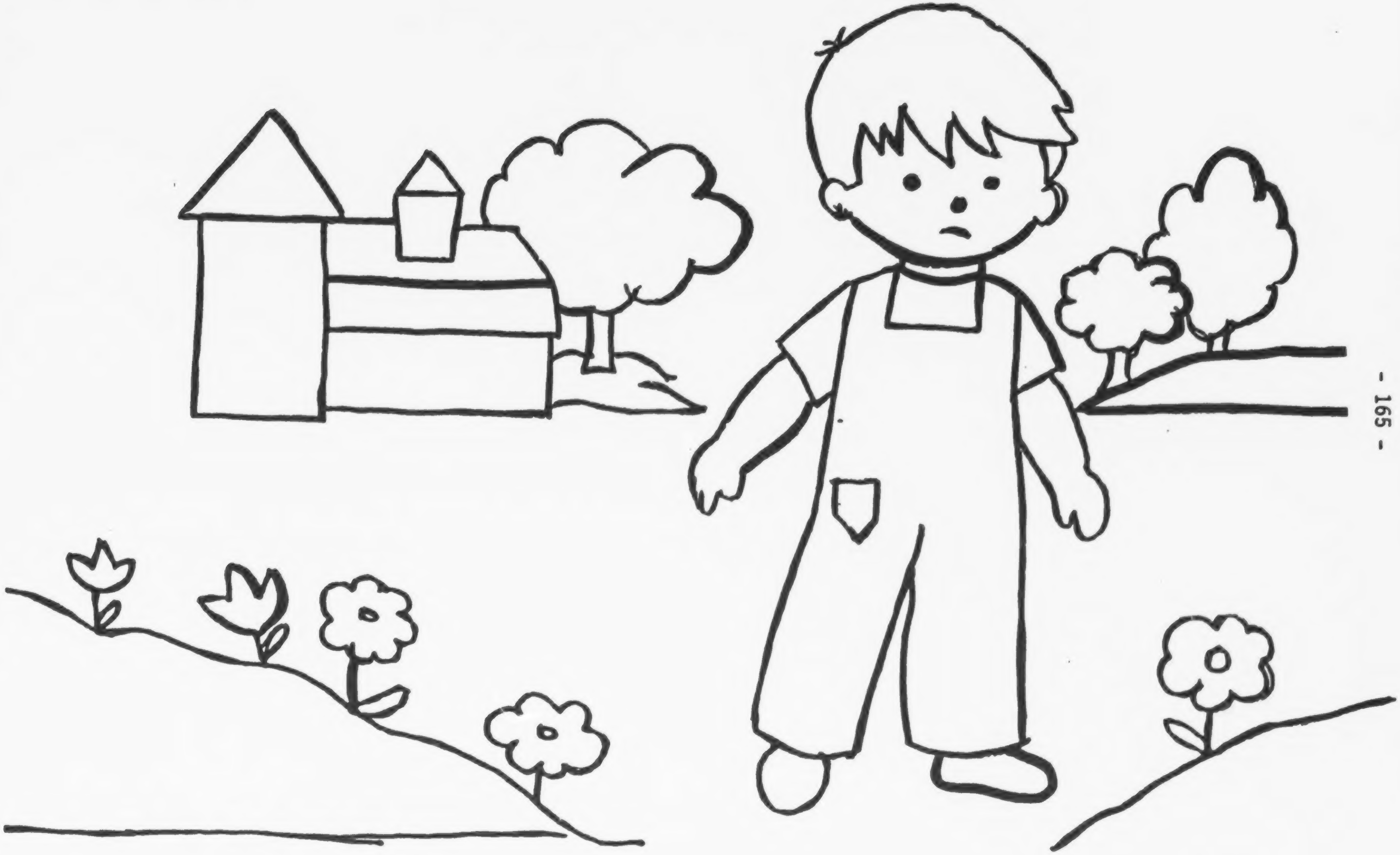

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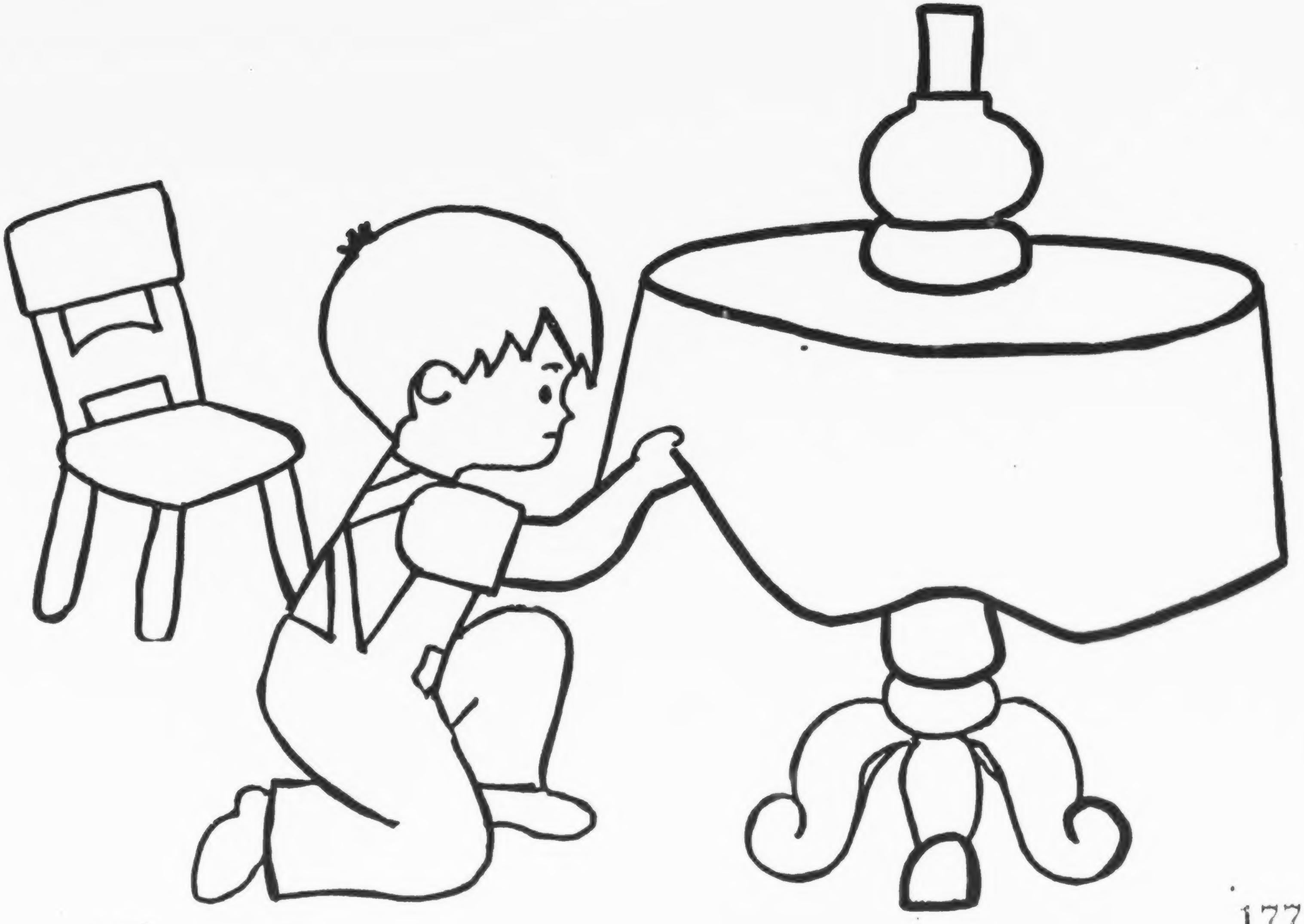
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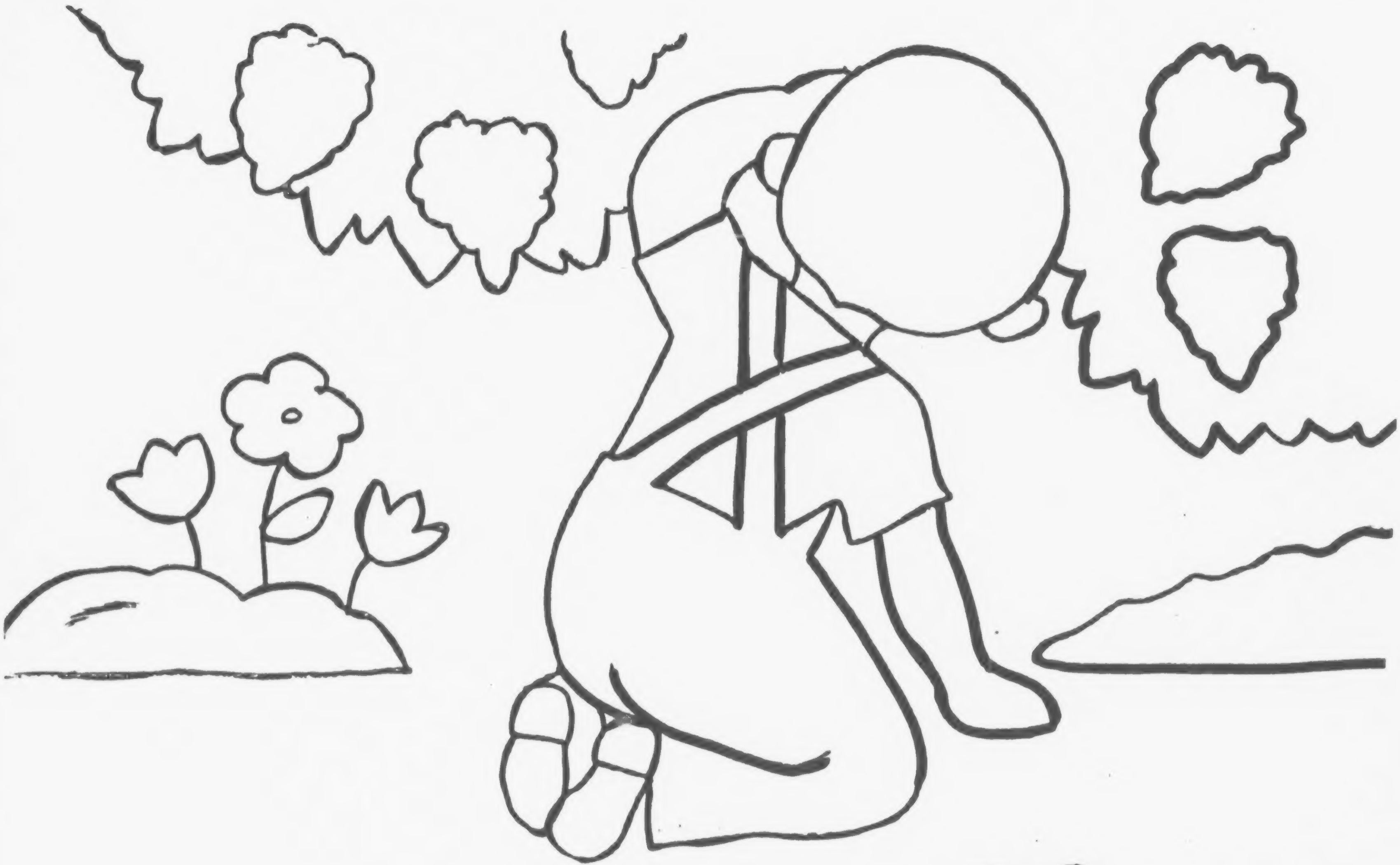

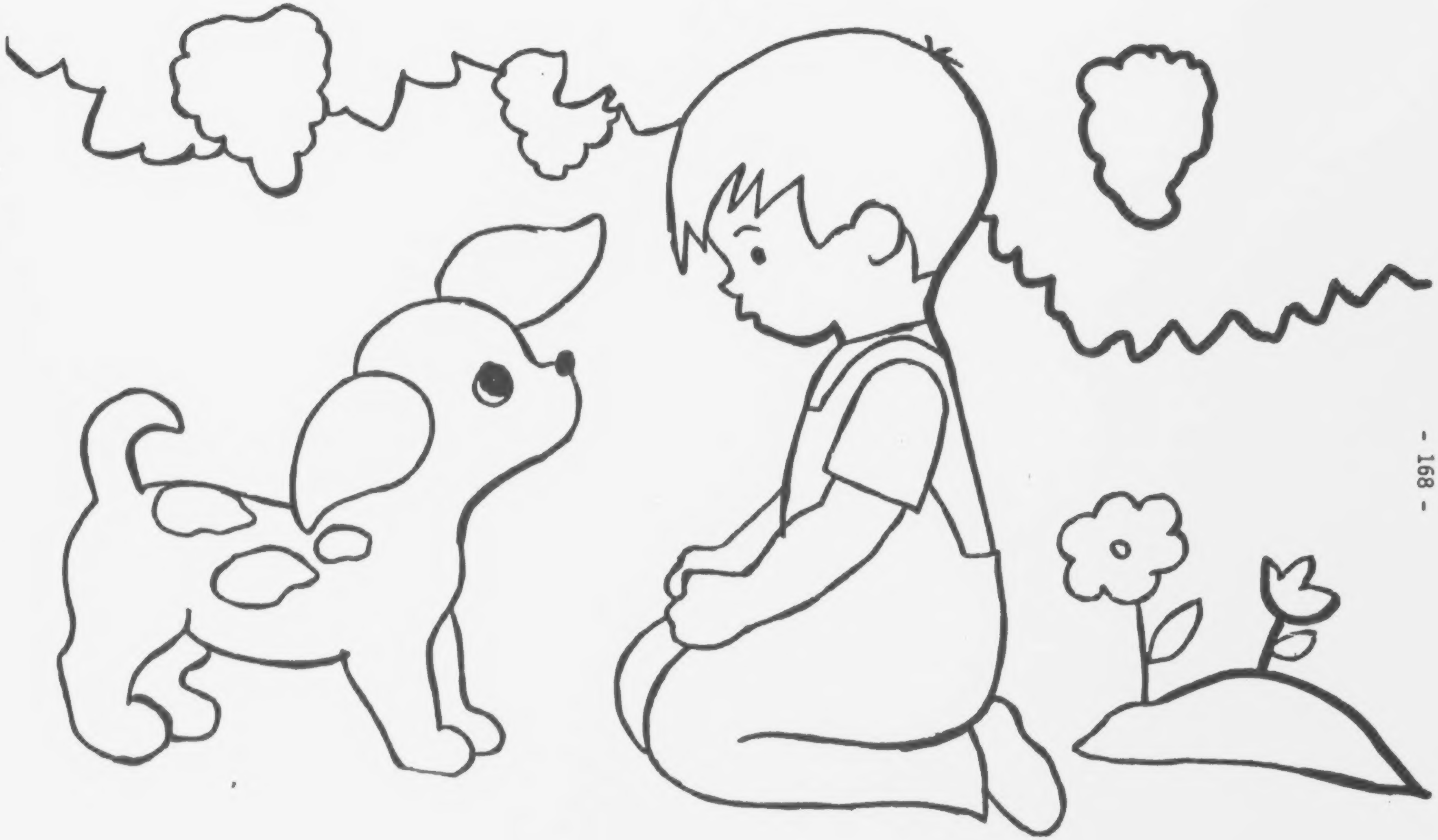

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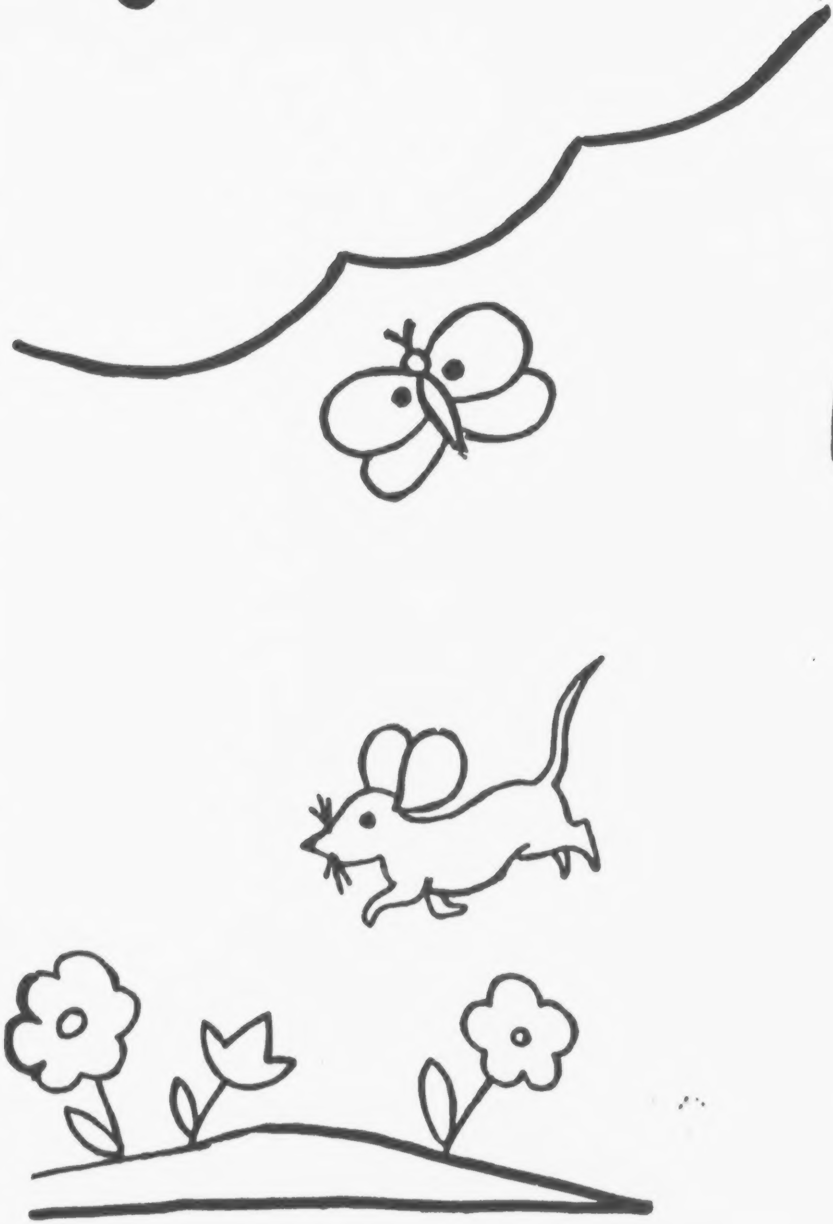

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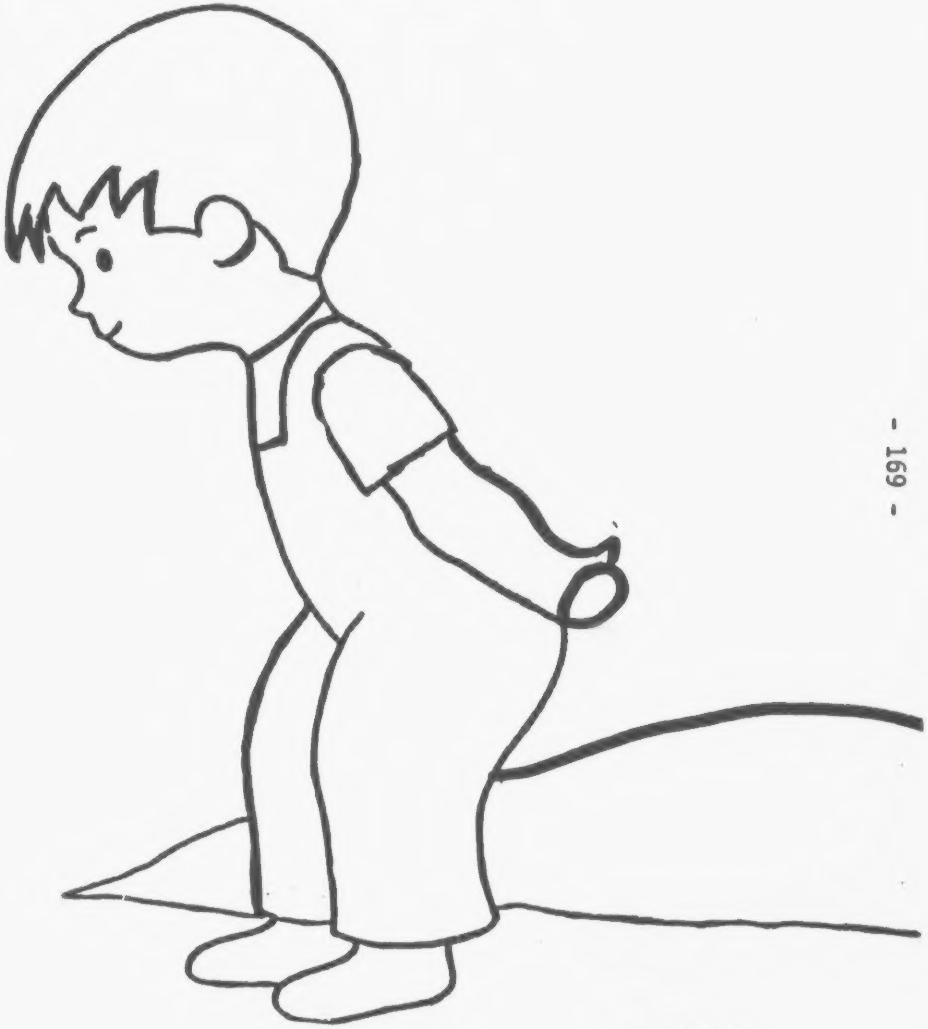

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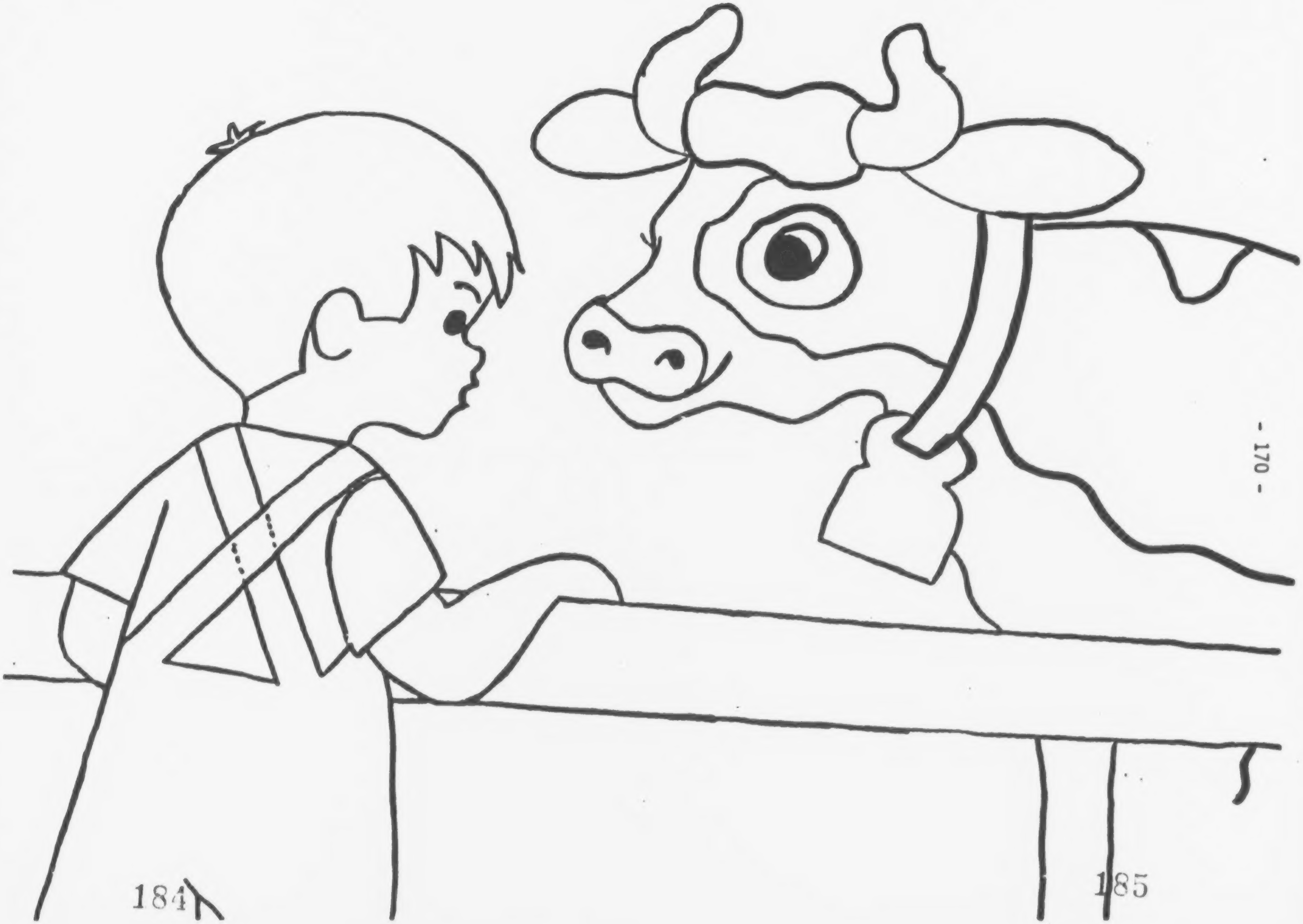

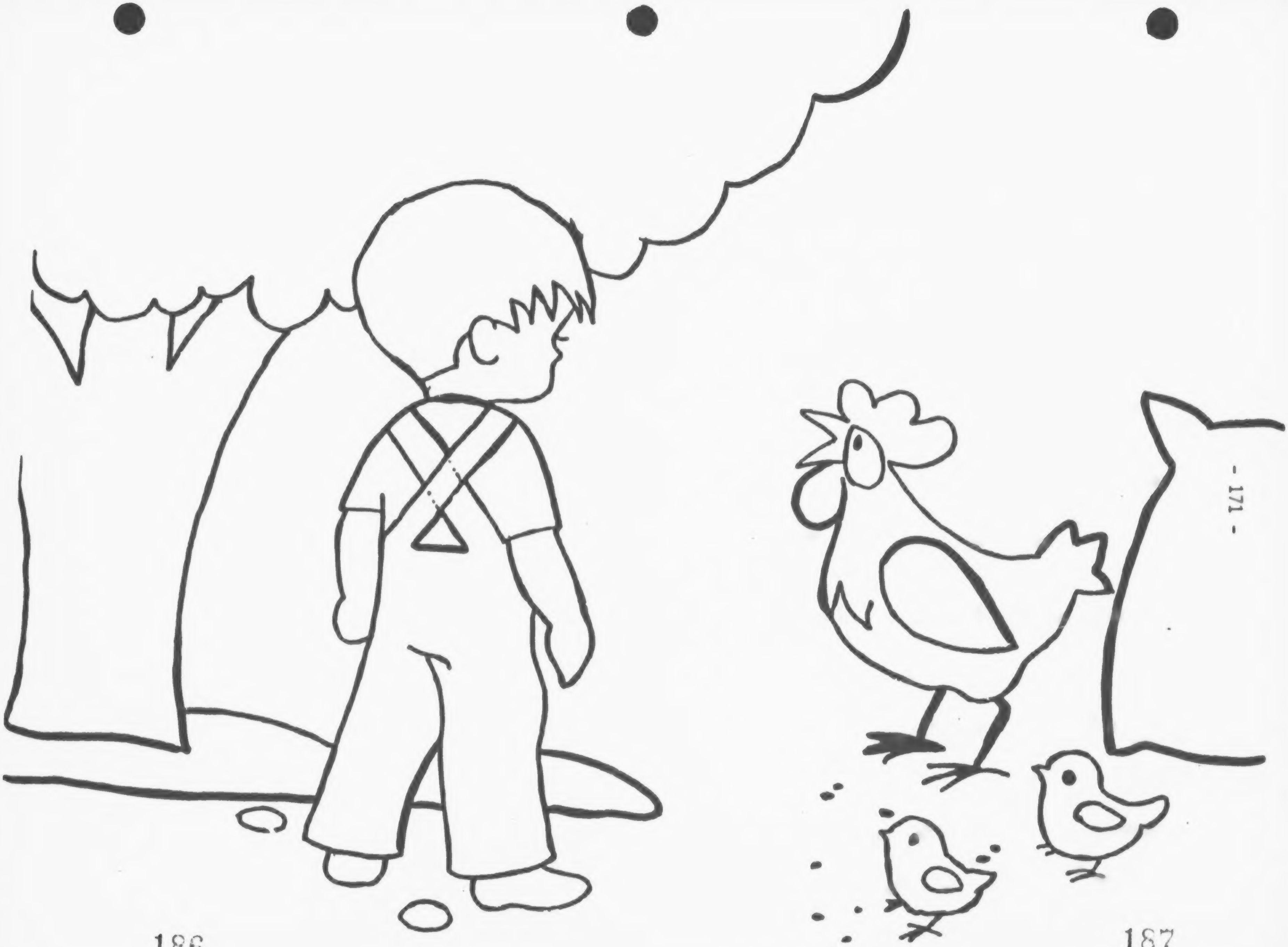

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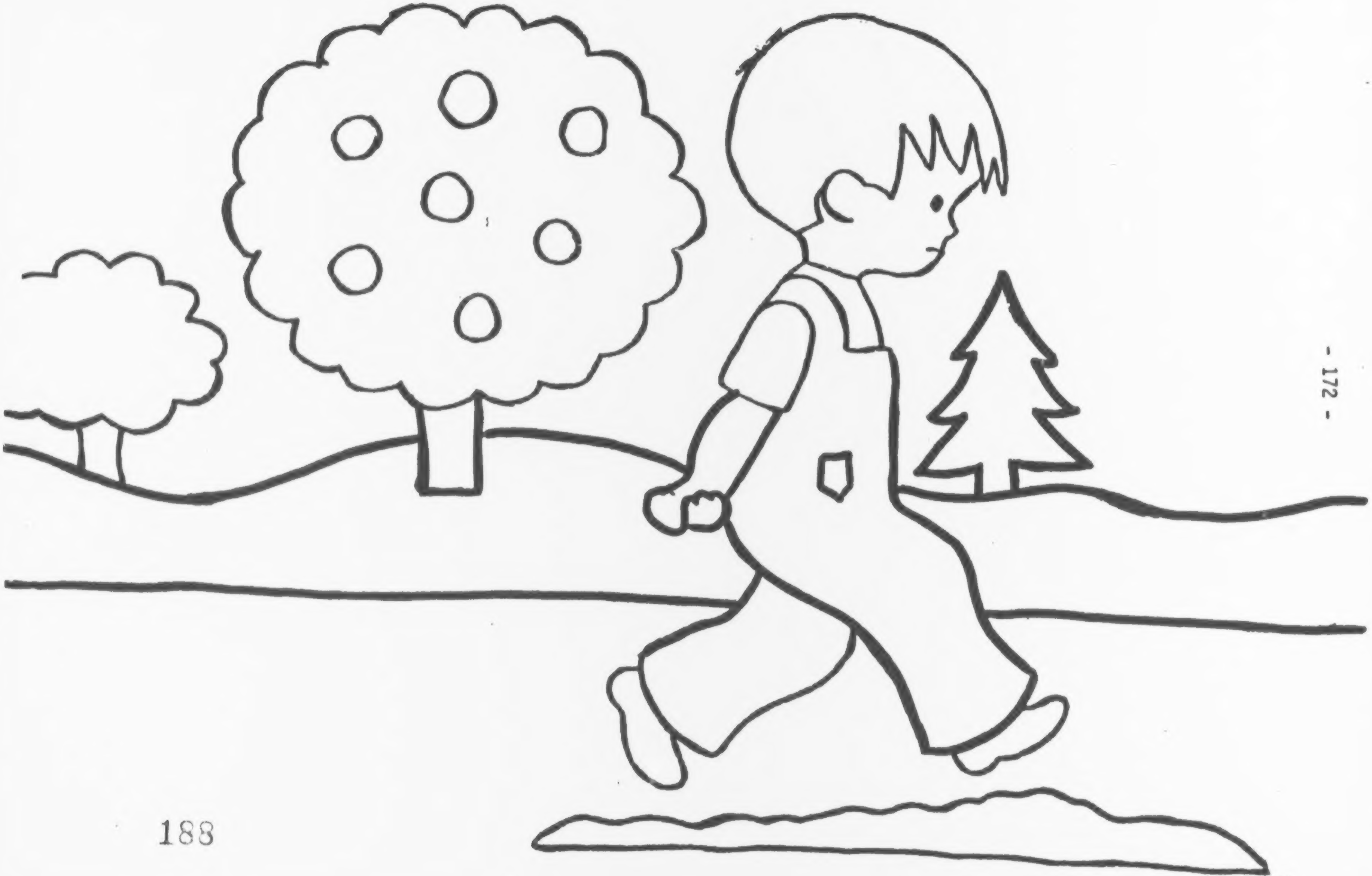

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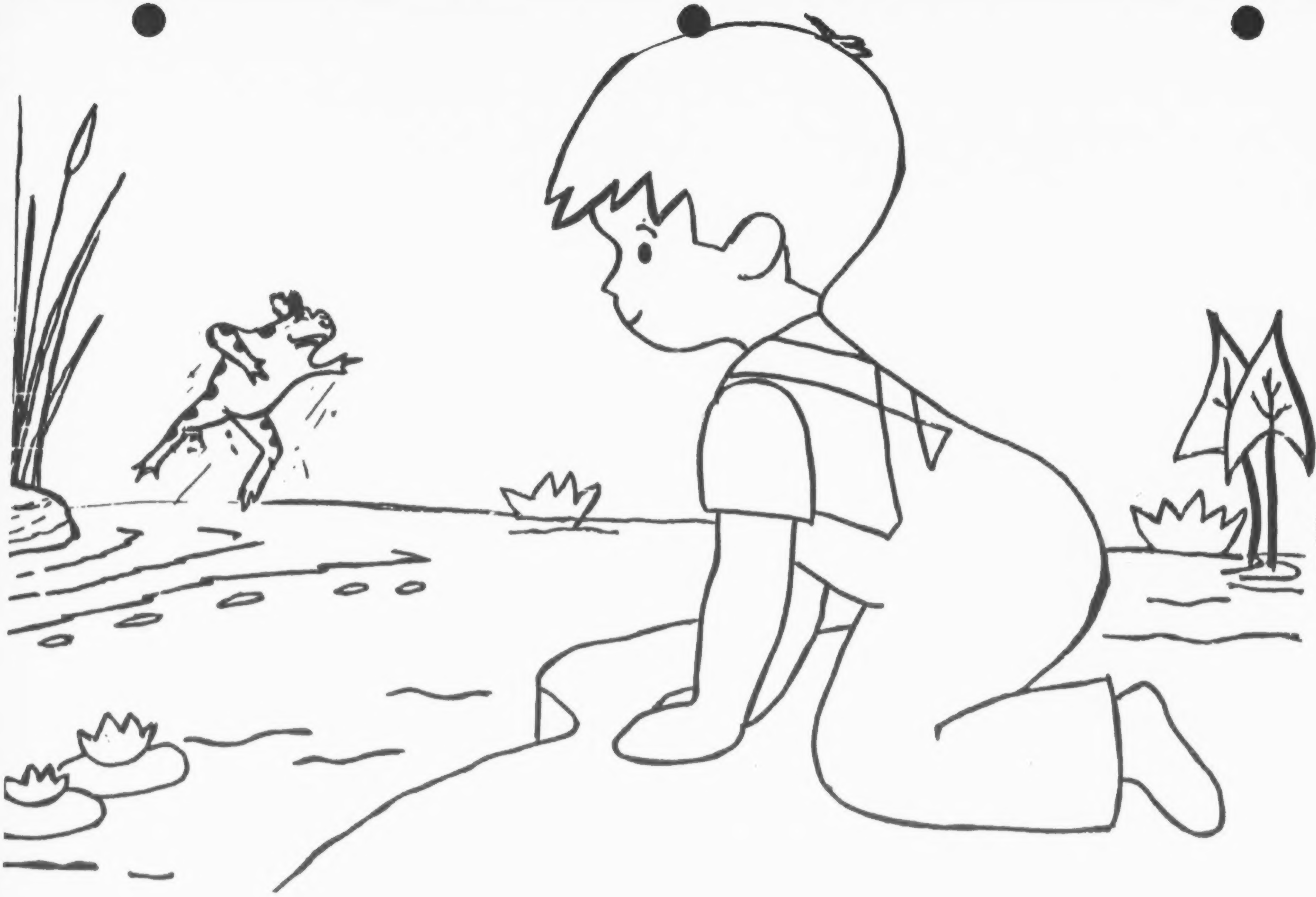

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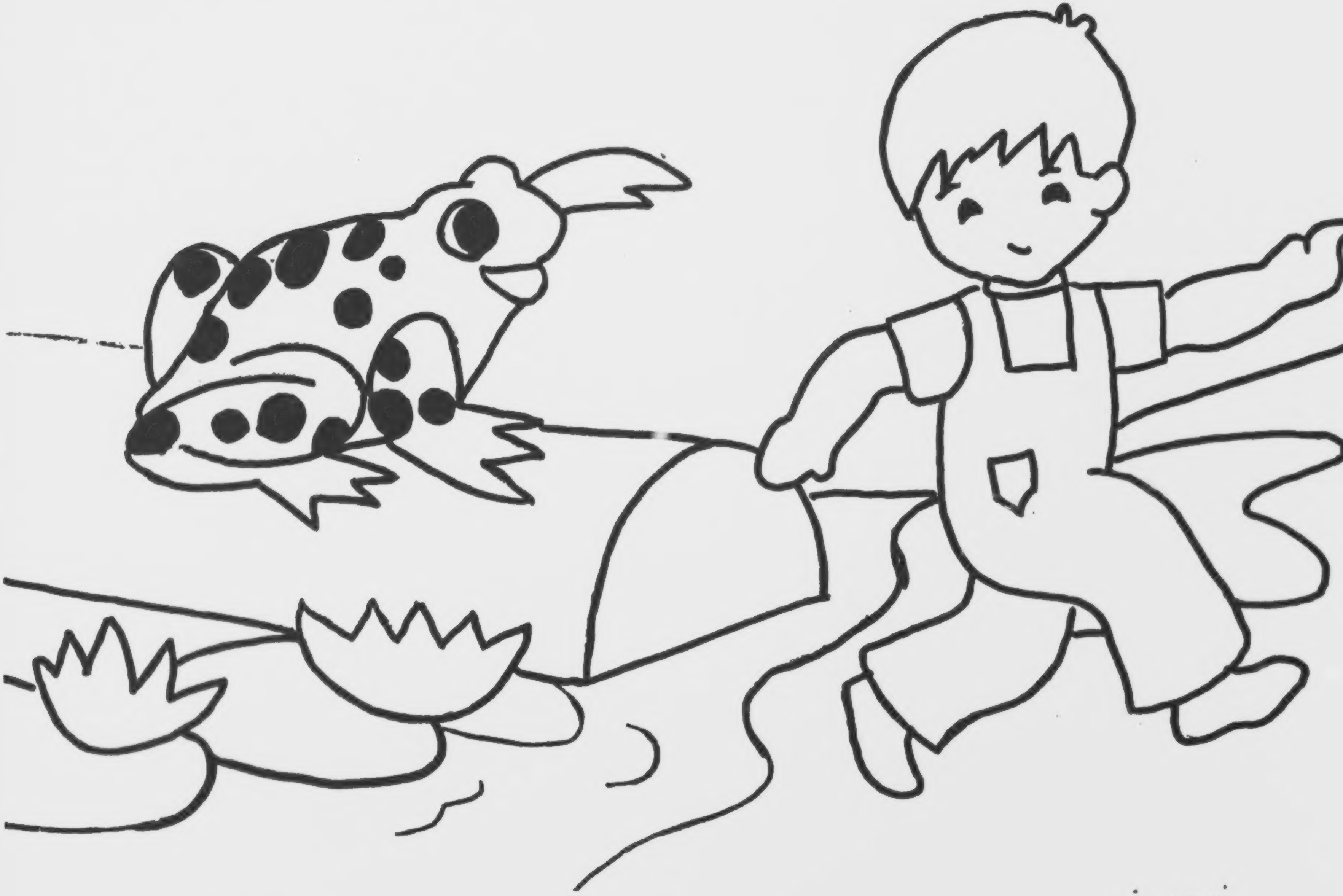

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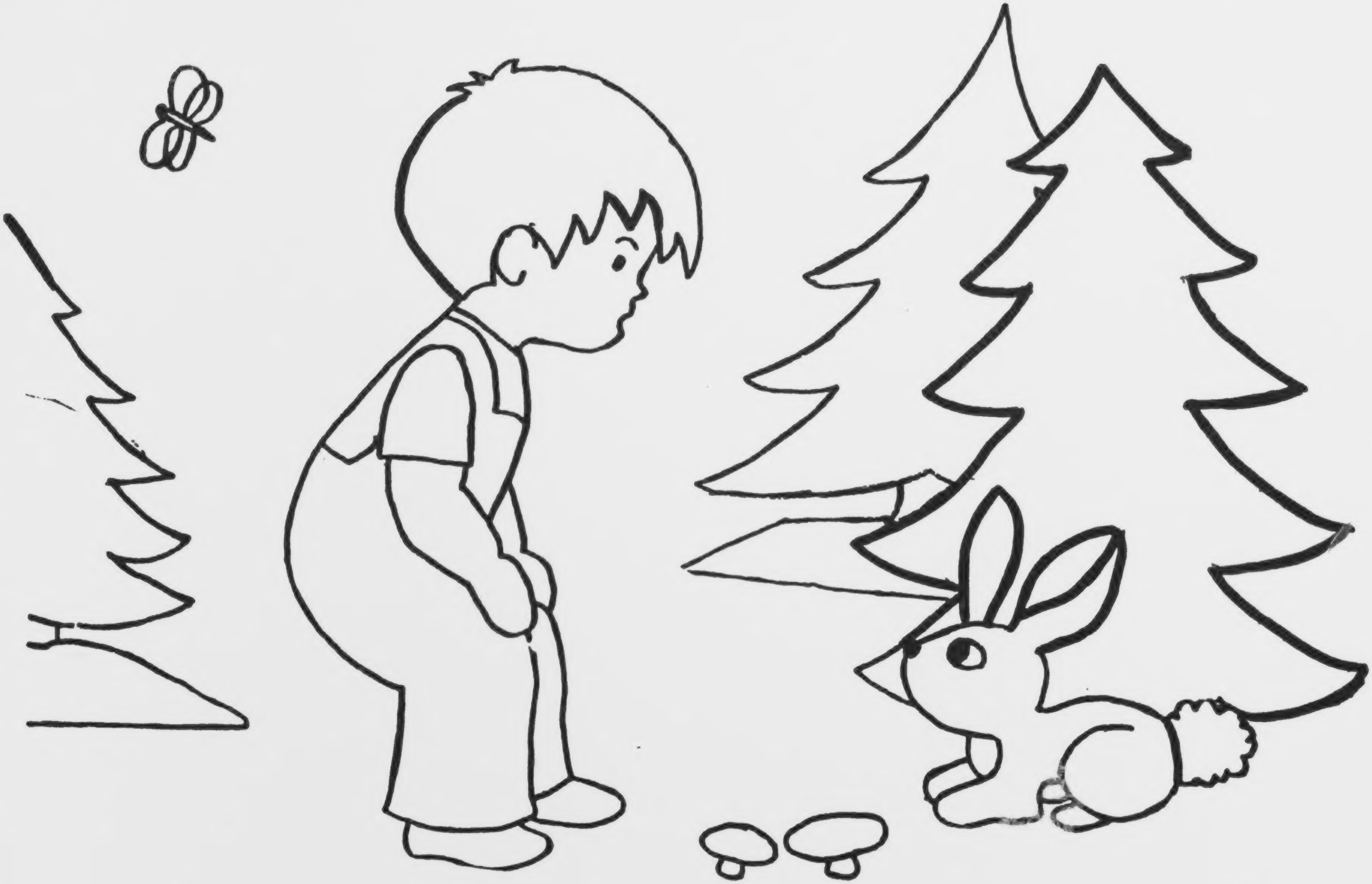

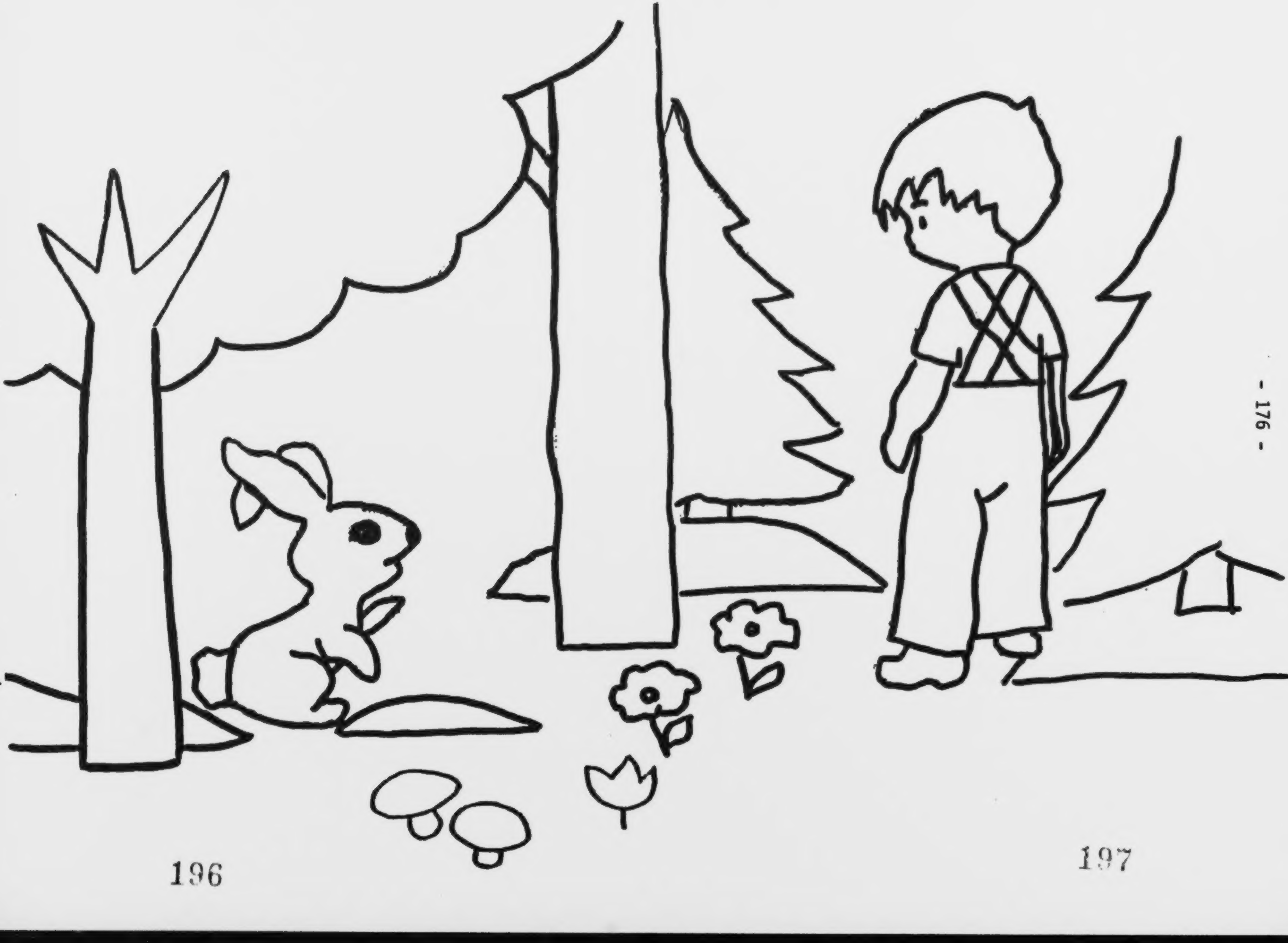

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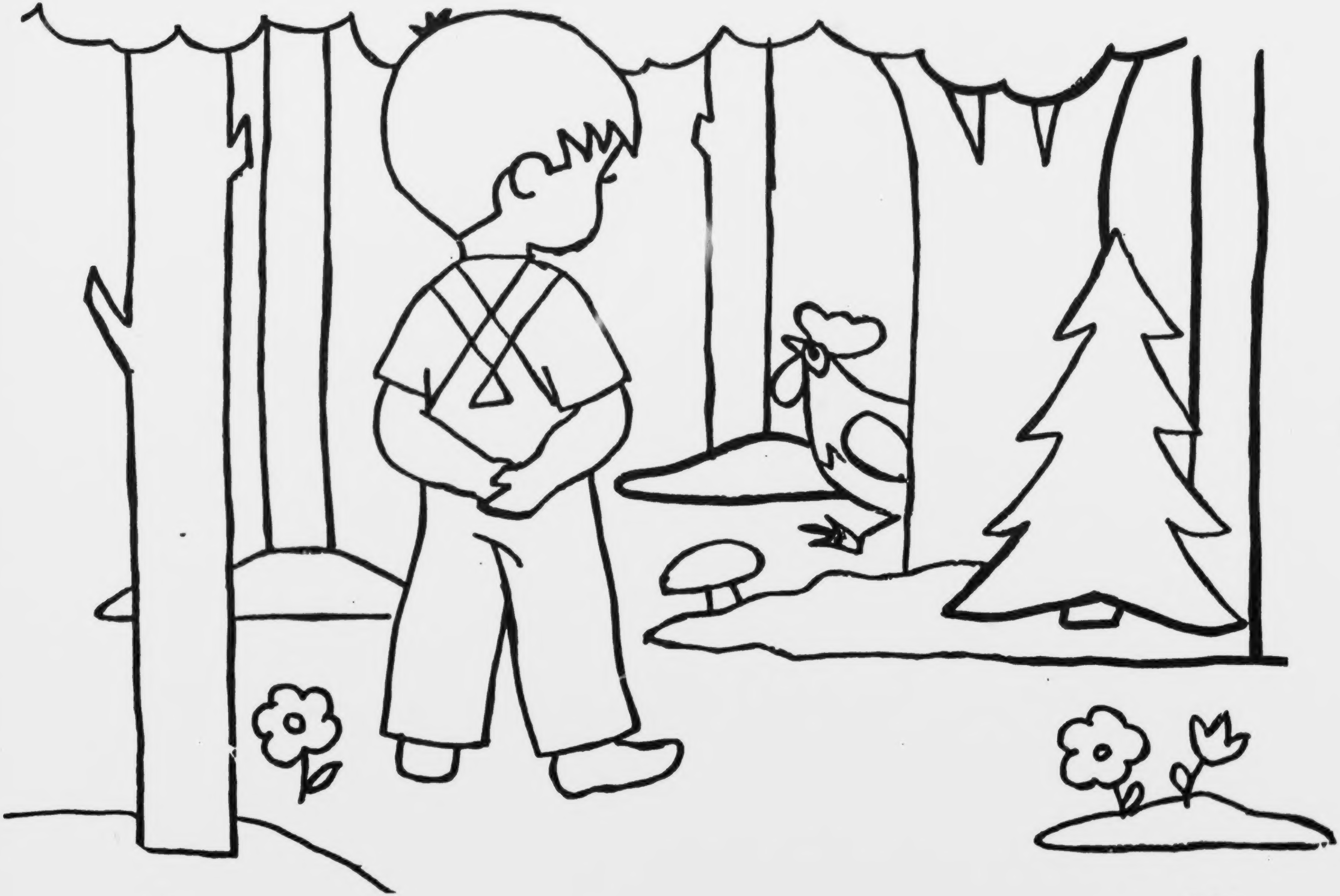

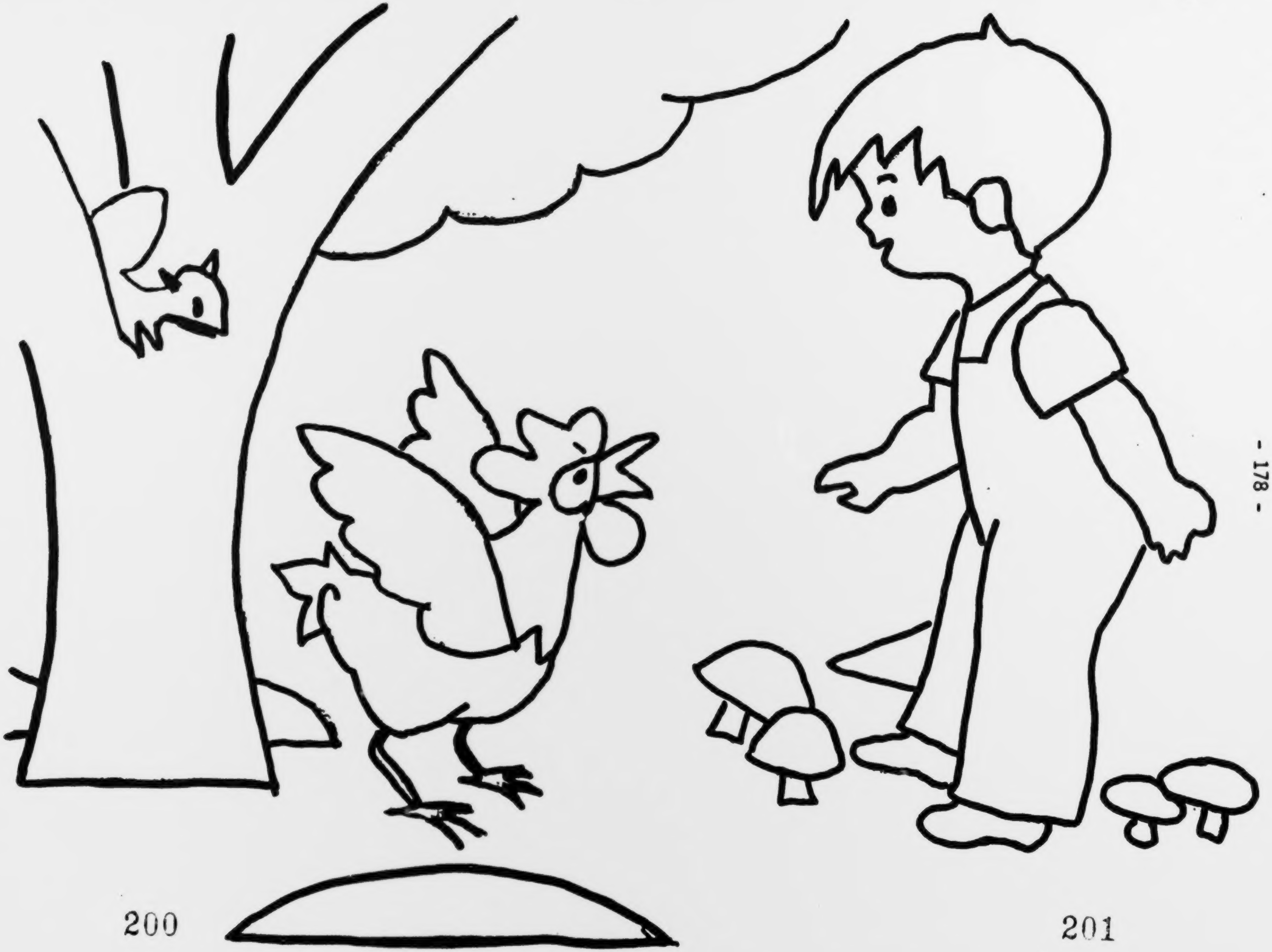

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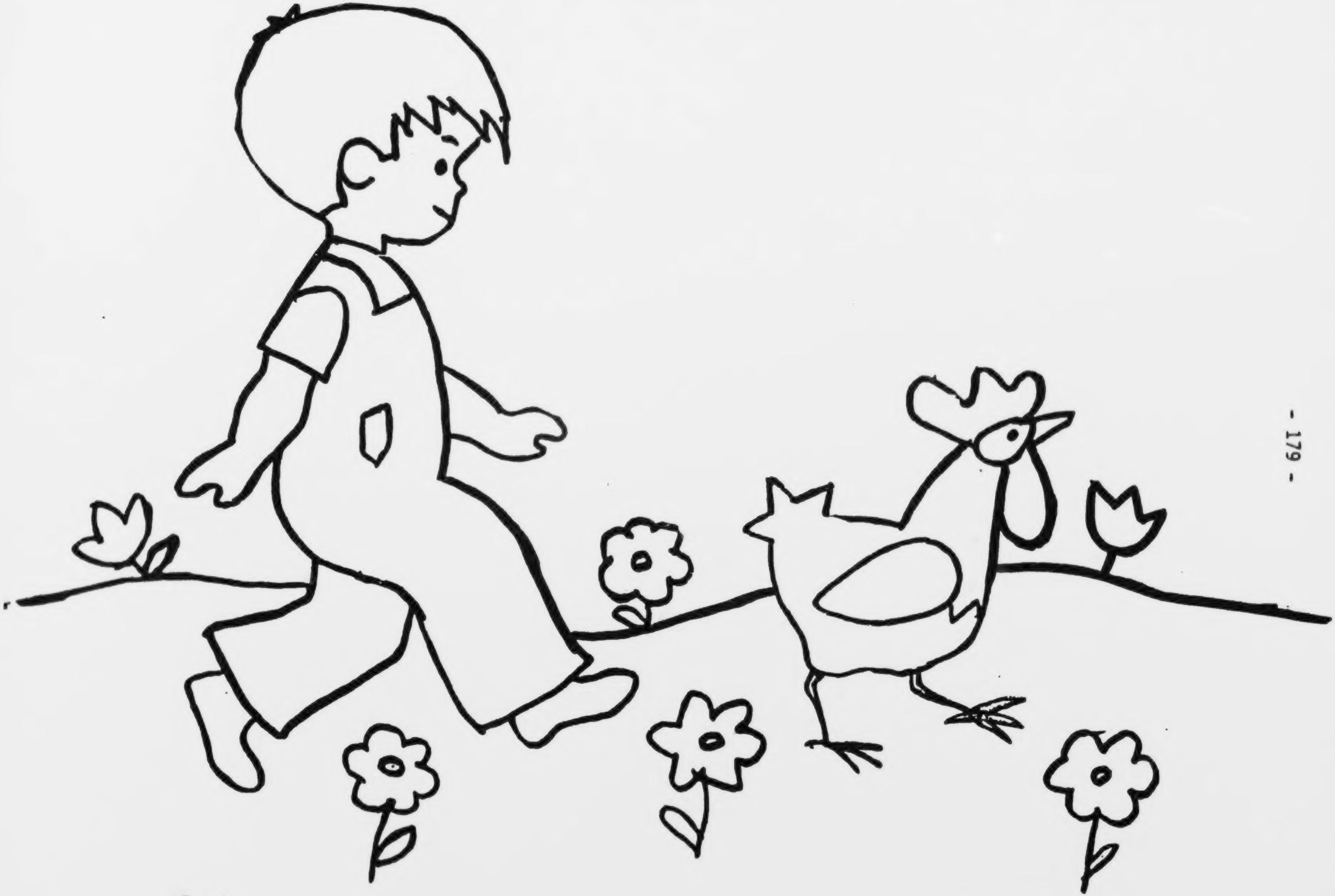

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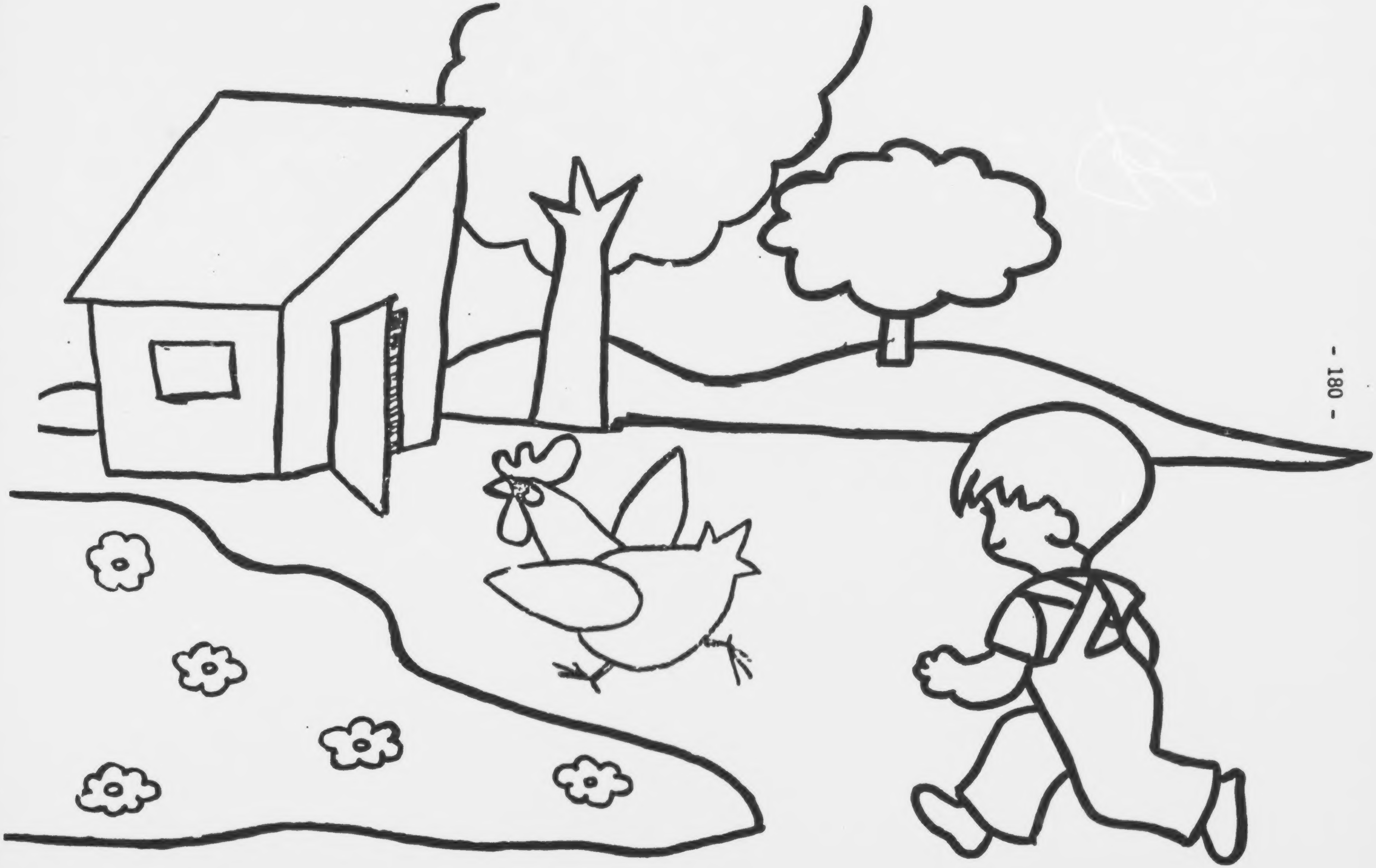

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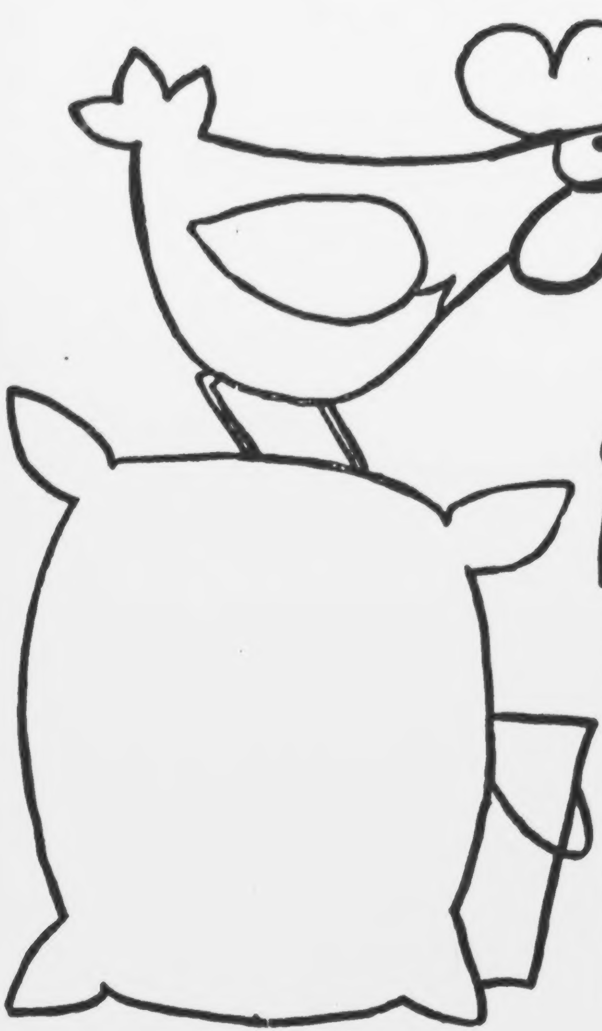

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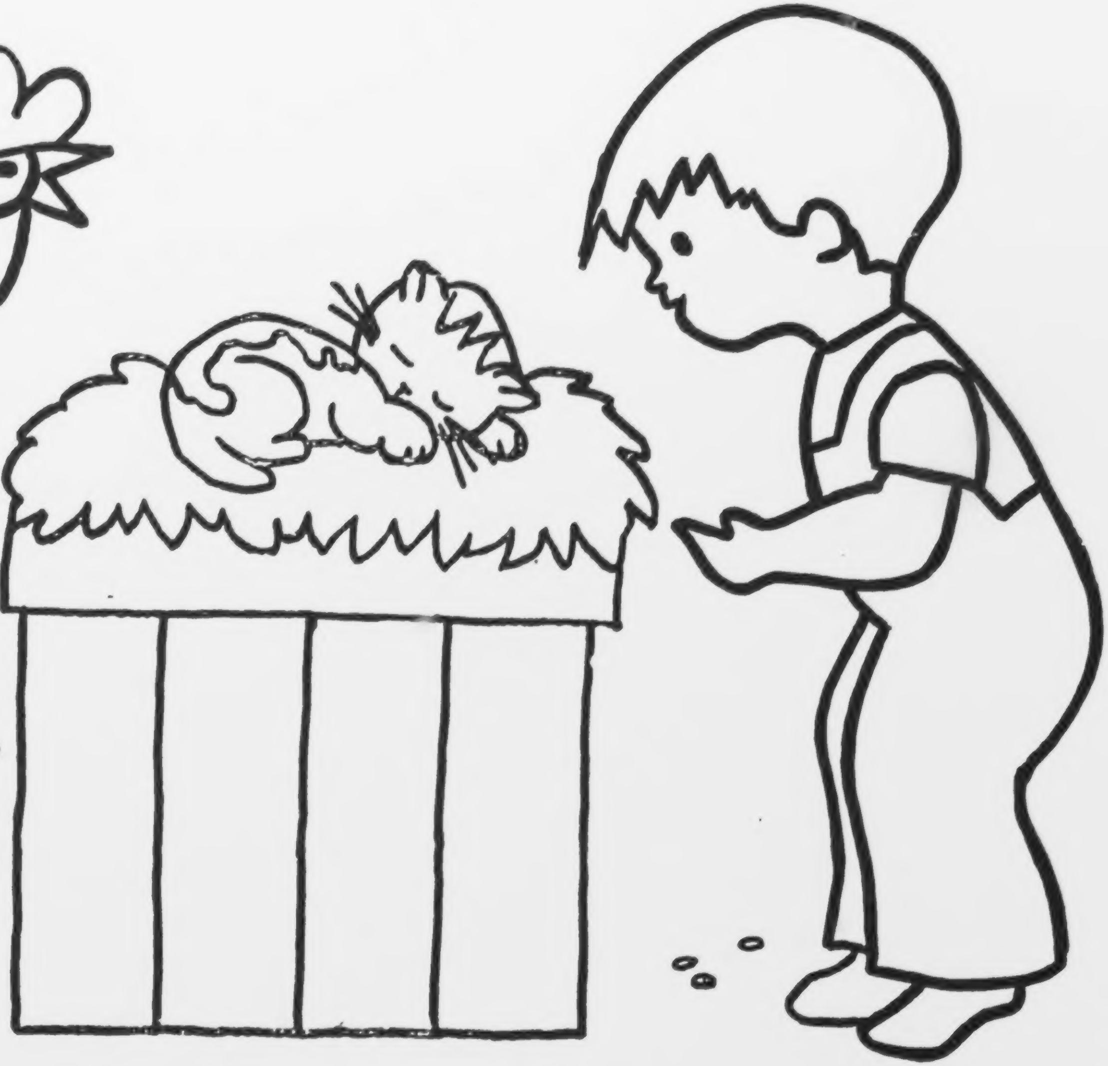

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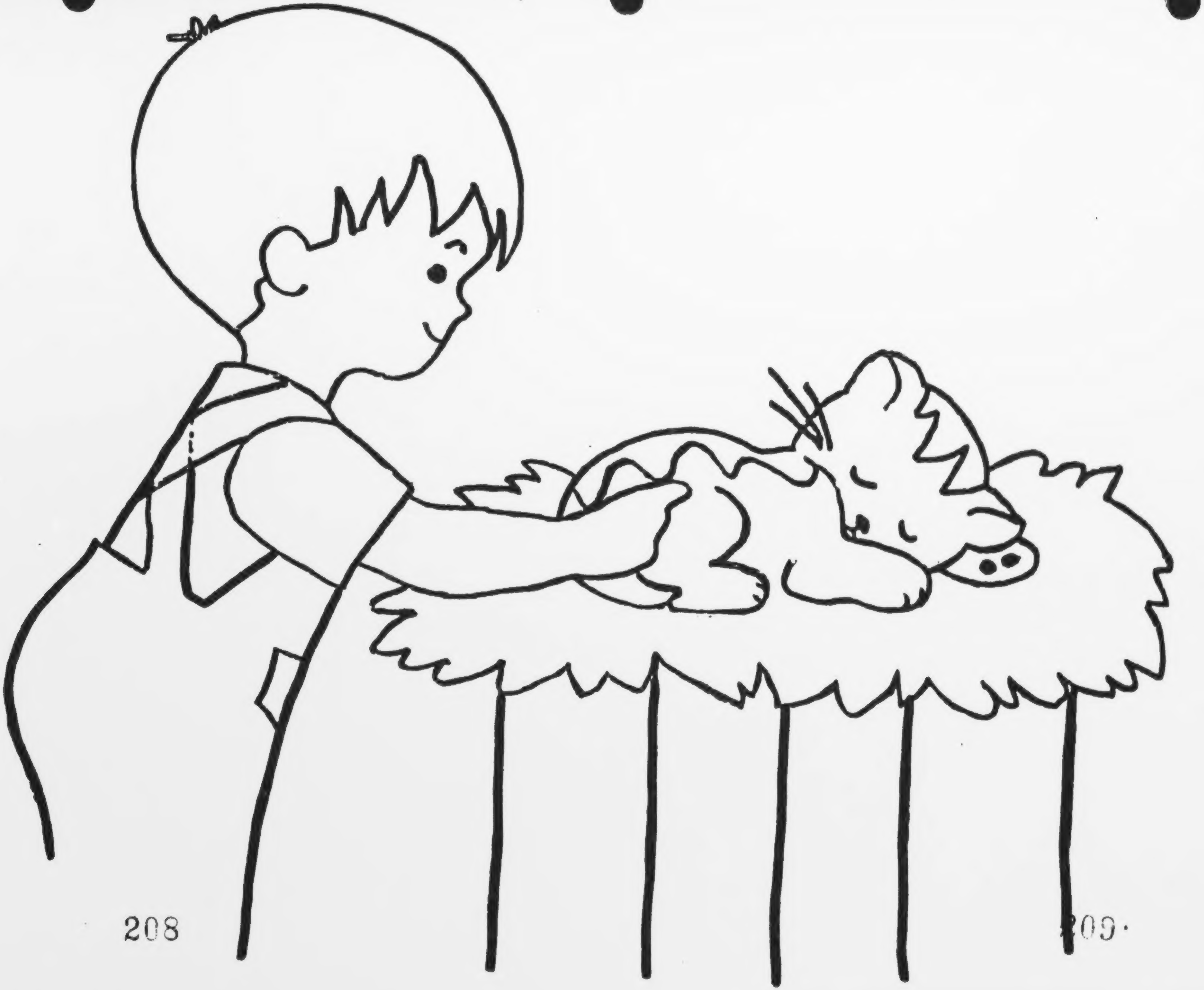

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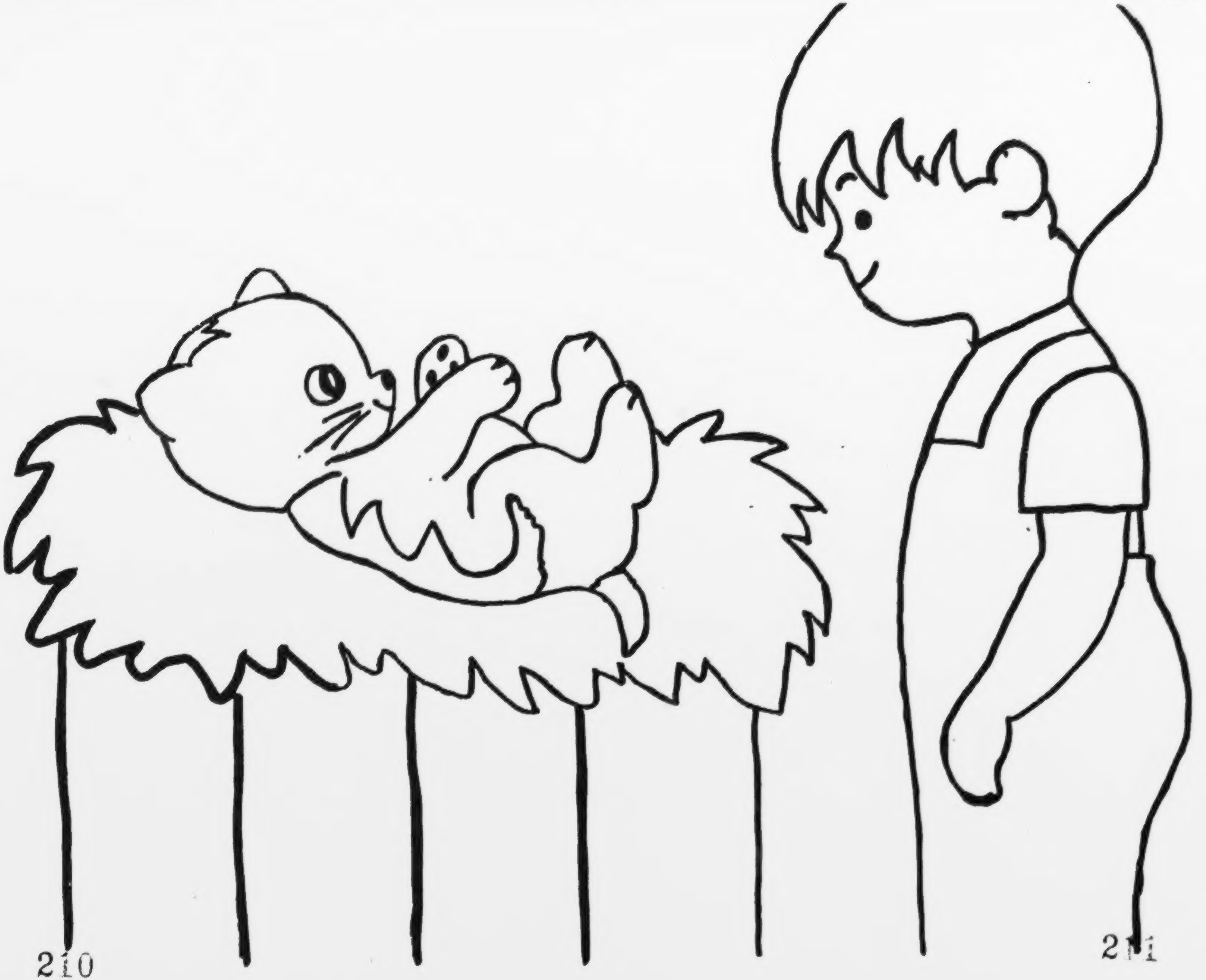

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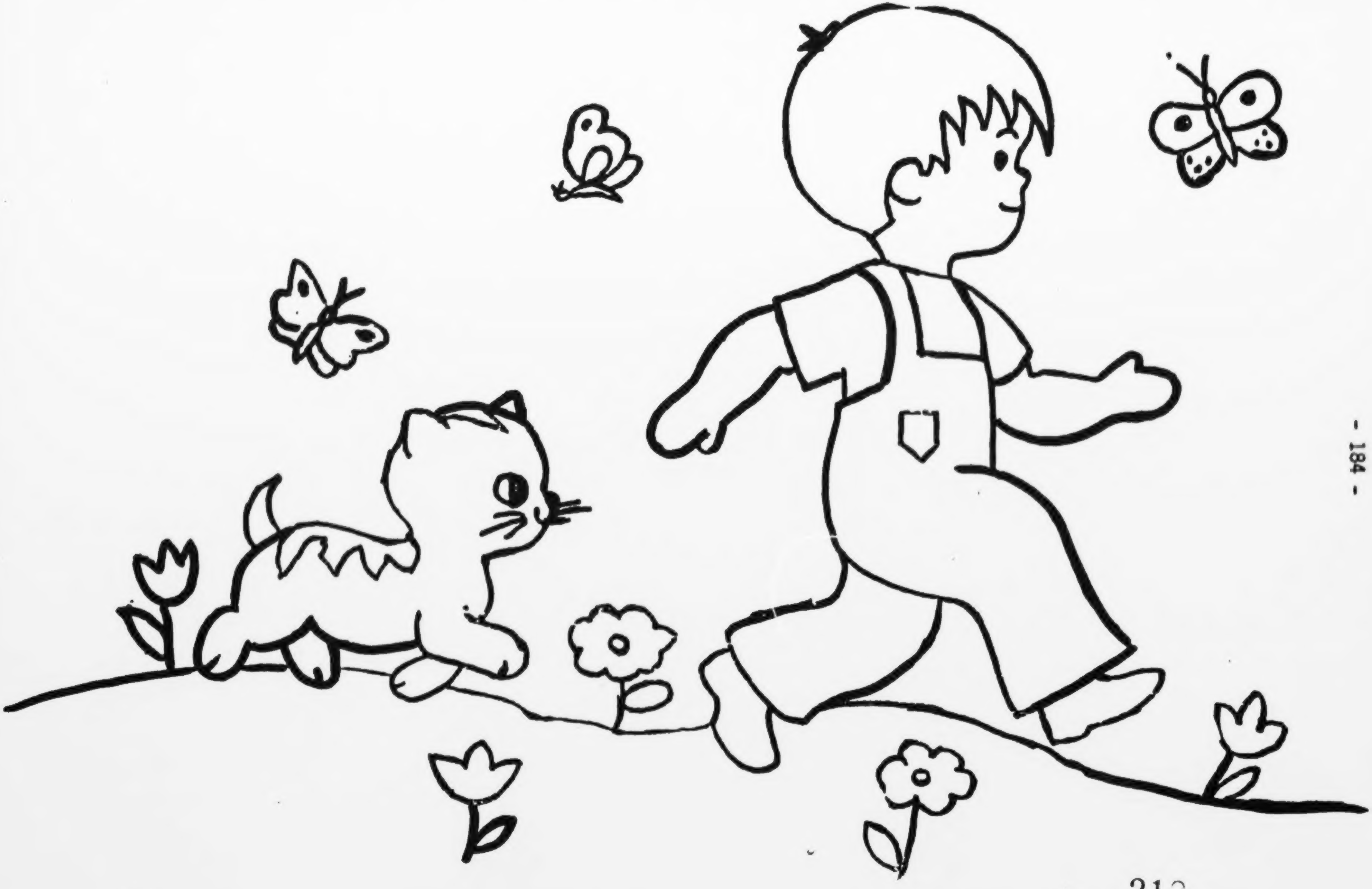

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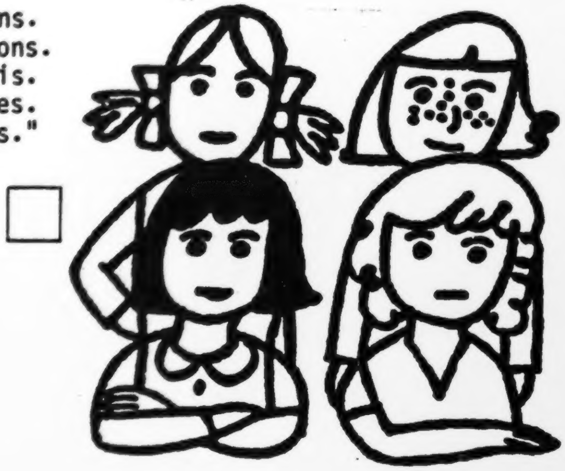
213

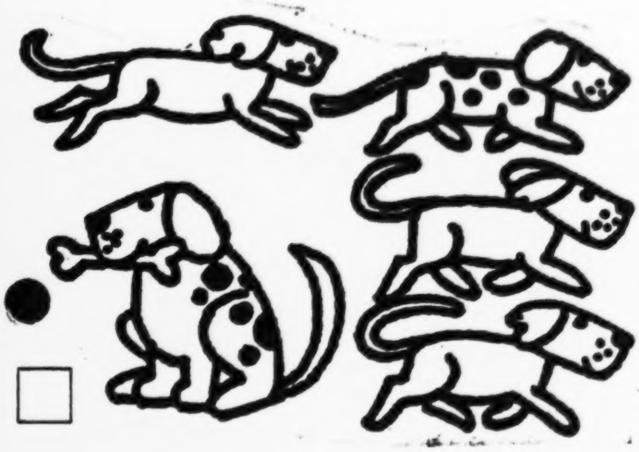
LISTENING COMPREHENSION ACTIVITY

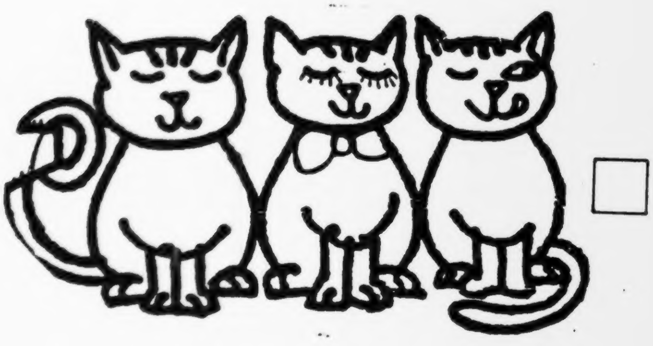
This activity helps to reinforce vocabulary.

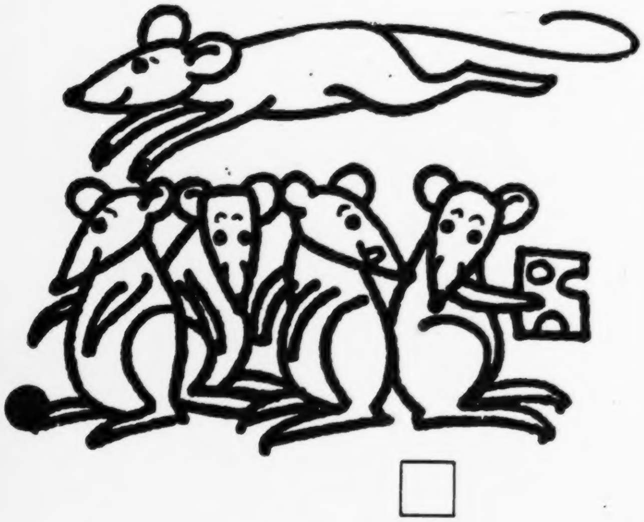
Each child receives a sheet and puts in the correct box the number corresponding to the teacher's statement.

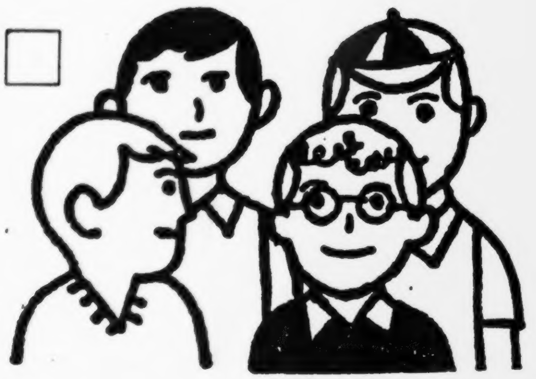
Teacher: "Numéro 1 : Voici les chiens.
Numéro 2 : Voici les garçons.
Numéro 3 : Voici les souris.
Numéro 4 : Voici les filles.
Numéro 5 : Voici les chats."











Variation:

Class activity

> To reinforce comprehension of vocabulary and practice pronunciation

Materials needed:

- For a class of 20, photocopy page 185 4 times.
- Cut out the individual pictures and glue them onto recipe cards.

The teacher distributes a card to each student. She then calls out:

"Où sont les chats?"

and all the students holding this flashcard stand up and, in unison reply:

"Voici les chats."

This is excellent for the shy or the weaker students who may be hesitant to speak out on their own.

LES PARTIES
DU
CORPS
-JUDY BAYER BILENKI

2e année

COMPTINES

1. Dix petits doigts

J'ai dix petits doigts
Ils sont tous à moi
Je les ferme
Je les ouvre
Je les mets ensemble
Je les cache
Je les fais sauter bien haut
Je les fais sauter bien bas
Puis je les croise.

*** MAKE THE APPROPRIATE GESTURES

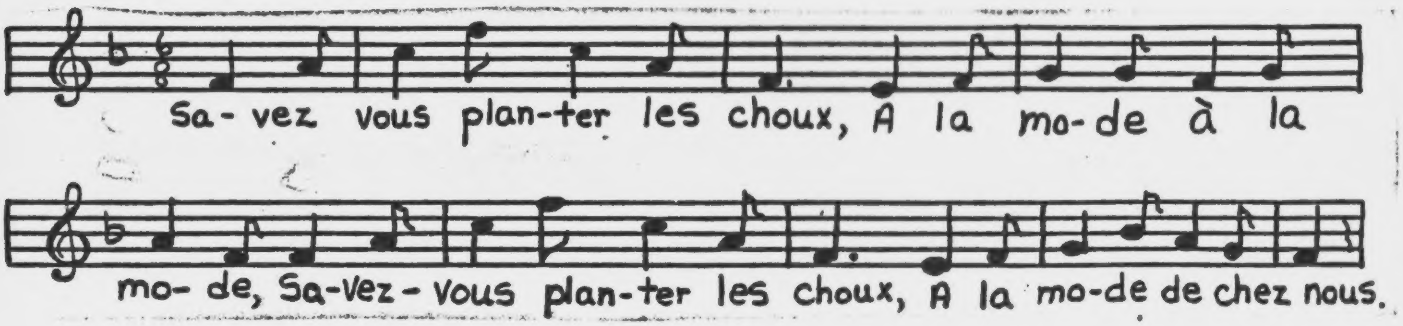
2. Avec mes mains

Avec mes mains, tap! tap! tap!
Avec mes doigts, clac! clac! clac!
Avec mes pieds, frappe! frappe! frappe!

CHANSONS

1. **Savez-vous planter les choux?**

a) Savez-vous planter les choux?


Sa- vez vous plan-ter les choux, A la mo- de à la
mo- de, Sa-vez - vous plan-ter les choux, A la mo-de de chez nous.

b) On les plante avec les mains.
c) On les plante avec les pieds.
d) On les plante avec le nez.
e) On les plante avec les doigts.

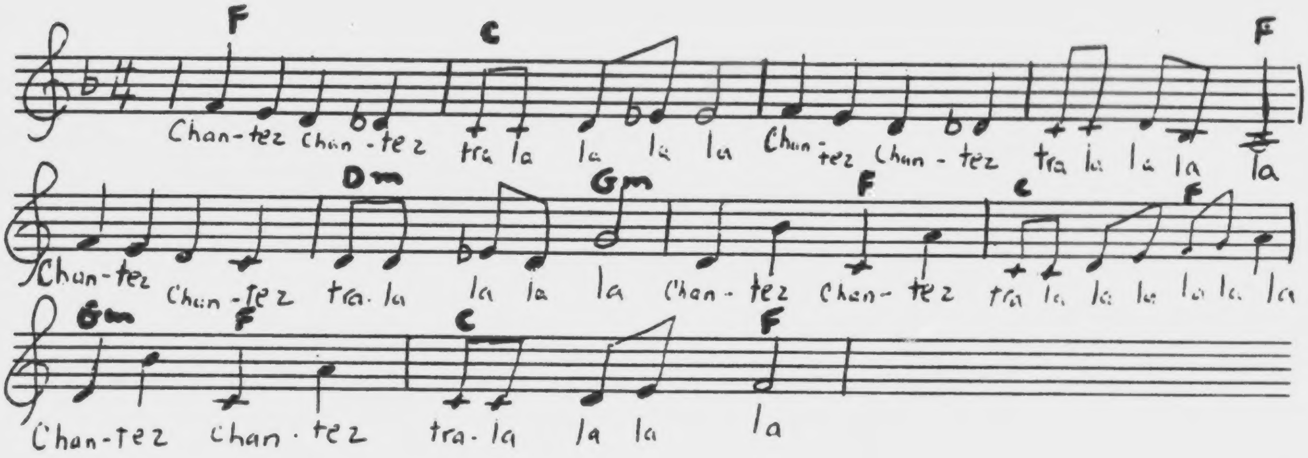
2. **Alouette**

a) Alouette, gentille Alouette
Alouette, je te plumerai
Je te plumerai la tête
Je te plumerai la tête
Et la tête, et la tête
Alouette (2), Oh! (4)

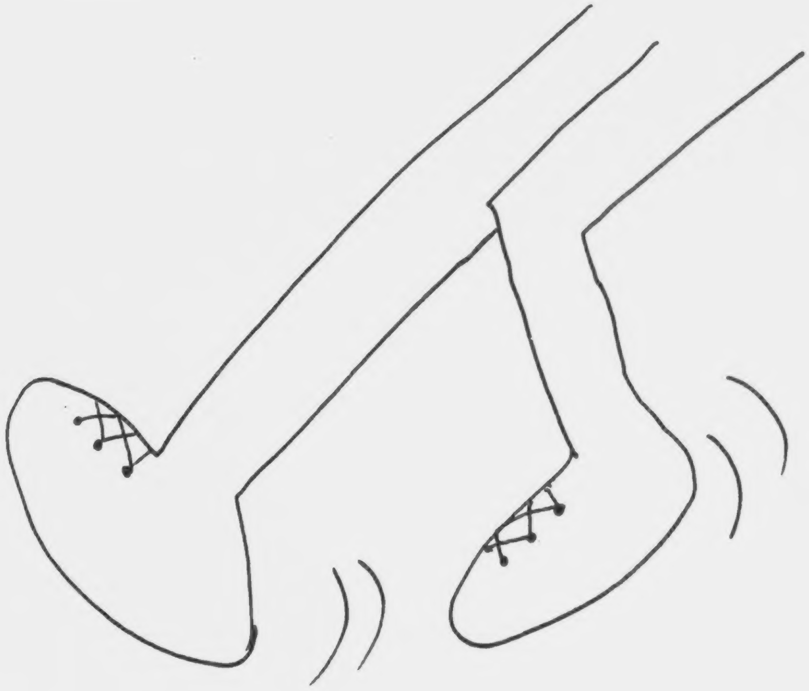
b) Je te plumerai le bec.
c) Je te plumerai les pattes.
d) Je te plumerai le cou.
e) Je te plumerai le dos.

3.

Chantez


F
C
F
Chan-tez Chan-tez tra la la la la Chan-tez Chan-tez tra la la la la
Dm
Gm
F
C
F
Chan-tez Chan-tez tra-la la la la Chan-tez Chan-tez tra la la la la la la
Gm
F
C
F
Chan-tez Chan-tez tra-la la la la

b) Dansez
c) Marchez
d) Tapez les mains
e) Sautez



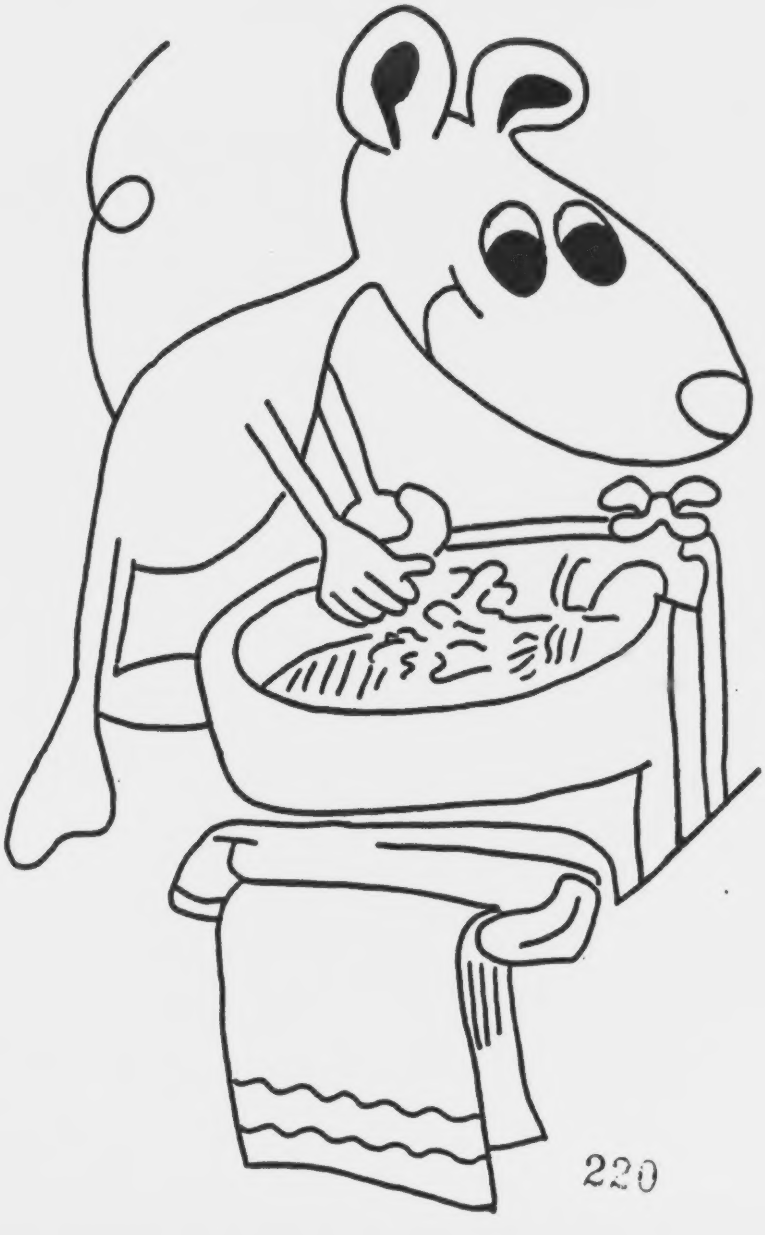
4.

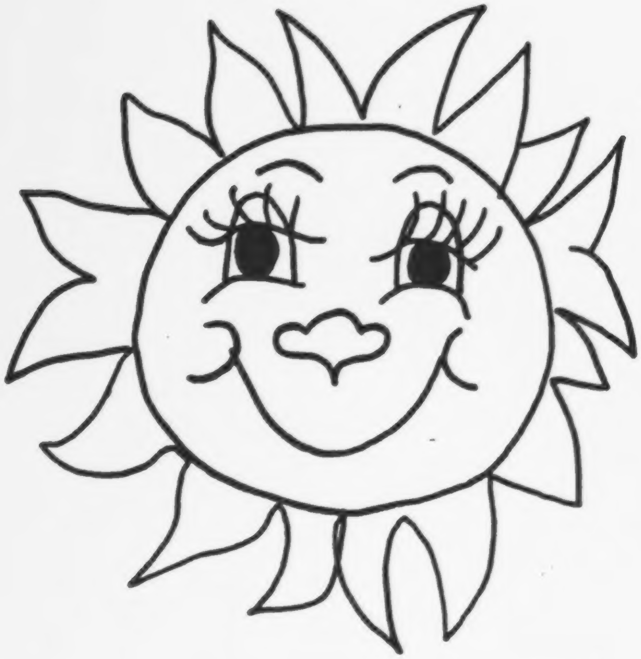
Voici comment je me lave

(Tune: This is the way we wash...)

Voici comment je me lave,
Je me lave, je me lave,
Voici comment je me lave,
Je me lave les mains.

Repeat the verse using different body parts.
i.e.: les bras, les cheveux, le dos, les pieds, les jambes





5. Si tu aimes le soleil
(Tune: If You're Happy and You Know It)

Si tu aimes le soleil frappe les mains
Si tu aimes le soleil frappe les mains
Si tu aimes le soleil
Le printemps qui se réveille
Si tu aimes le soleil frappe les mains
claque les doigts
frappe le pied
dit hourrah
fait tout cela.

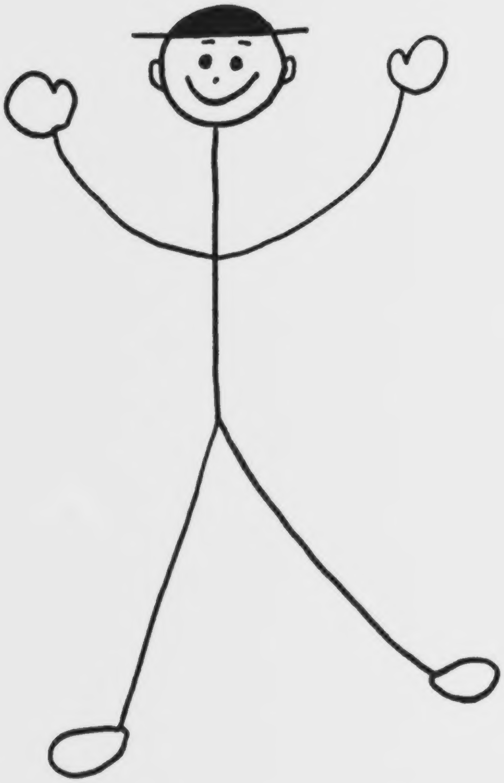
JEUX

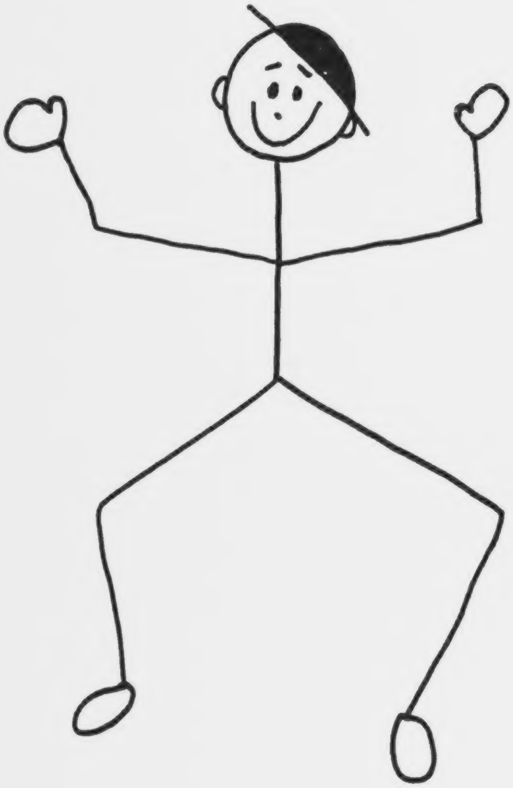
These games are used to reinforce the body parts.

1. Effacez

Materials needed: Two stick figures drawn on the blackboard.

Divide the class into two teams. Select a student from each team to erase a particular part of the body ie. "Effacez le pied." The first student to carry out the command wins a point for his/her team. Select two more students for your next command.





To reinforce the body parts

2. Clowning around

Materials needed:

- See visuals on pages 195 and 196. Colour, cut out and laminate.
- a paper bag

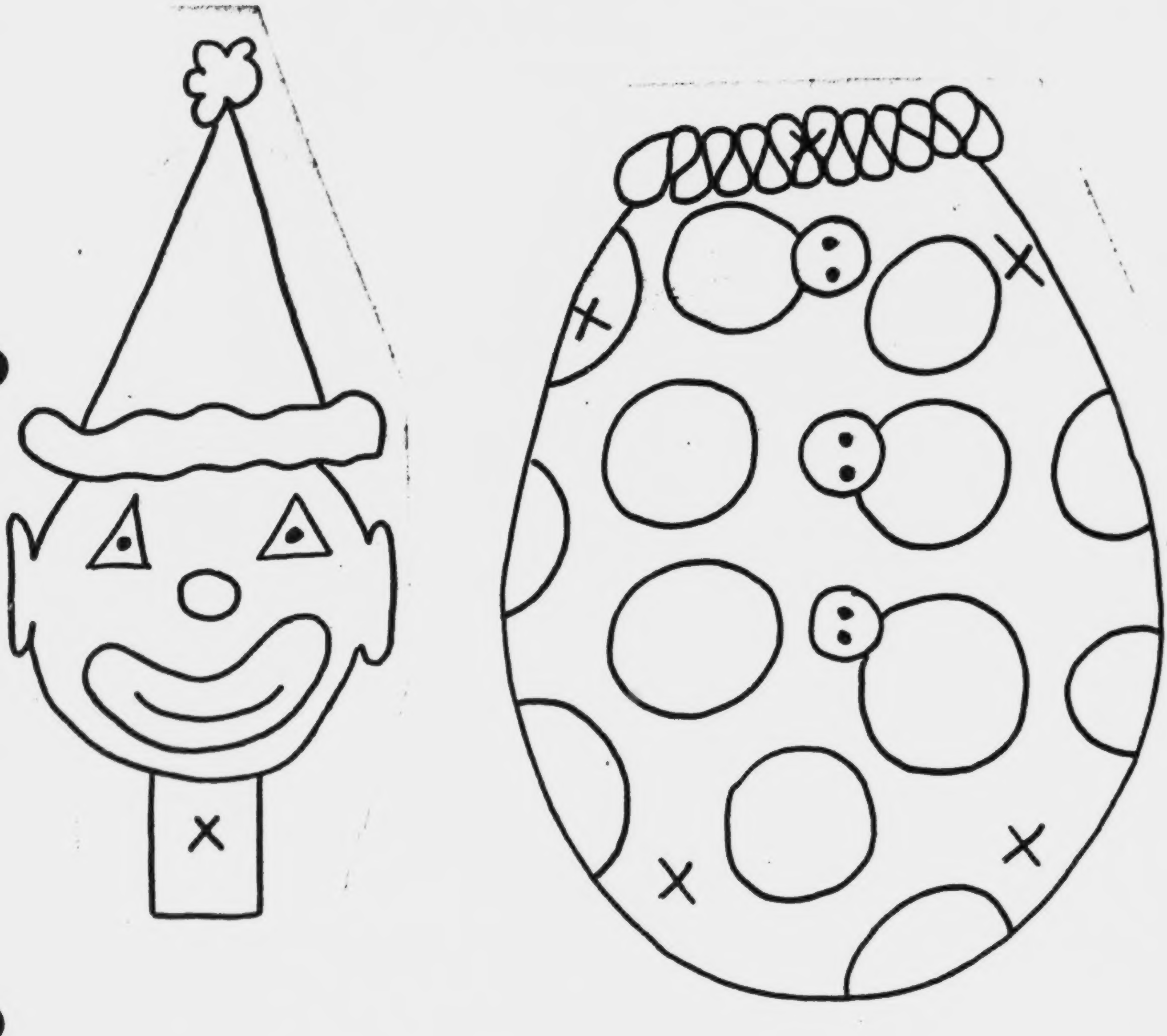
Students must close their eyes, reach into the bag and pull out a body part. They must name it and pin it to the bulletin board. When the clown is complete, students may come and remove the various parts one by one.

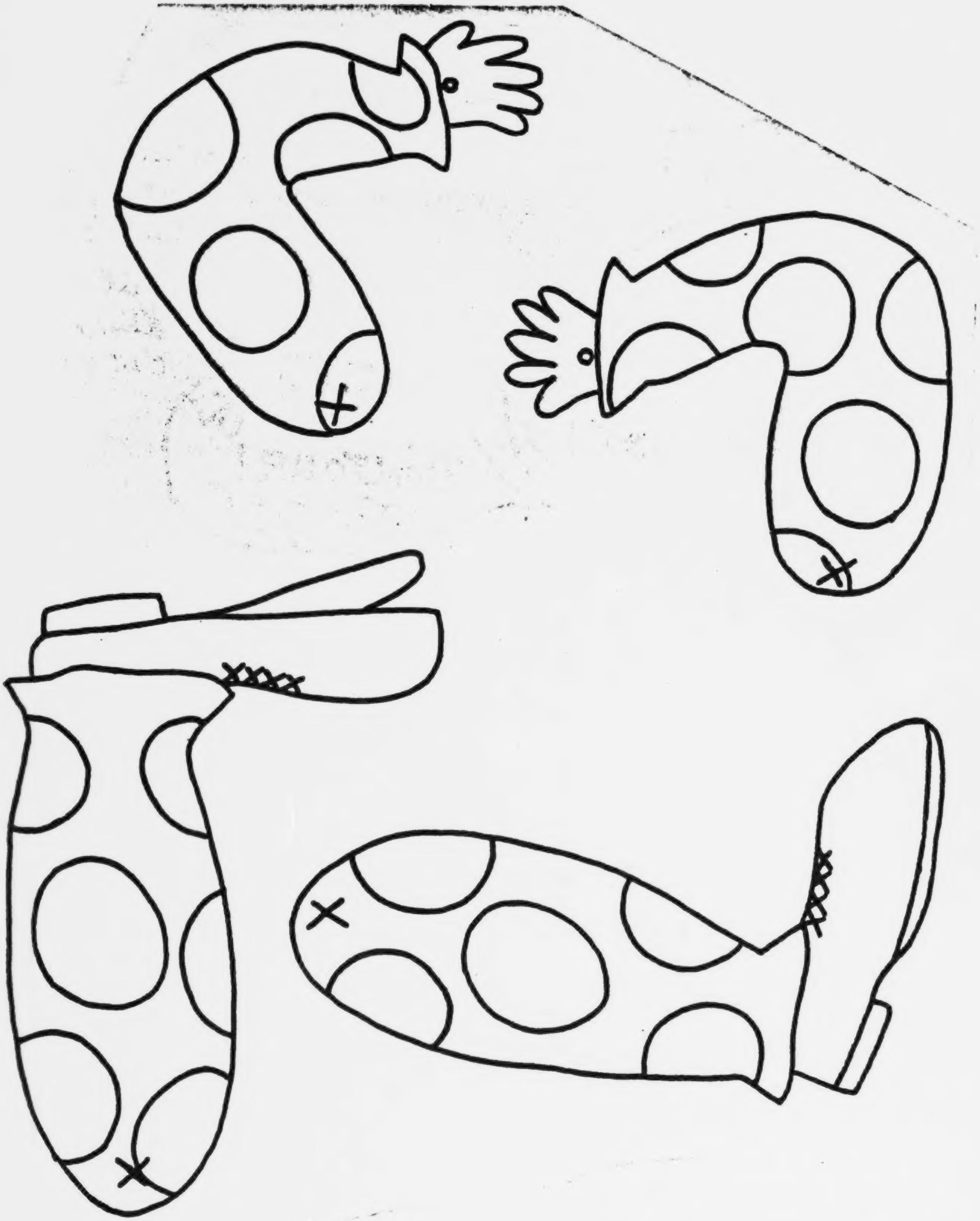
Example: Teacher: "Montre-moi la tête." (and/or)
"Donne-moi...."
Student: "Voici la tête." (Placing it in the bag)

ACTIVITÉS

Le clown

To be used with the game on page 194.





LISTENING COMPREHENSION ACTIVITY

To review the colours and body parts.

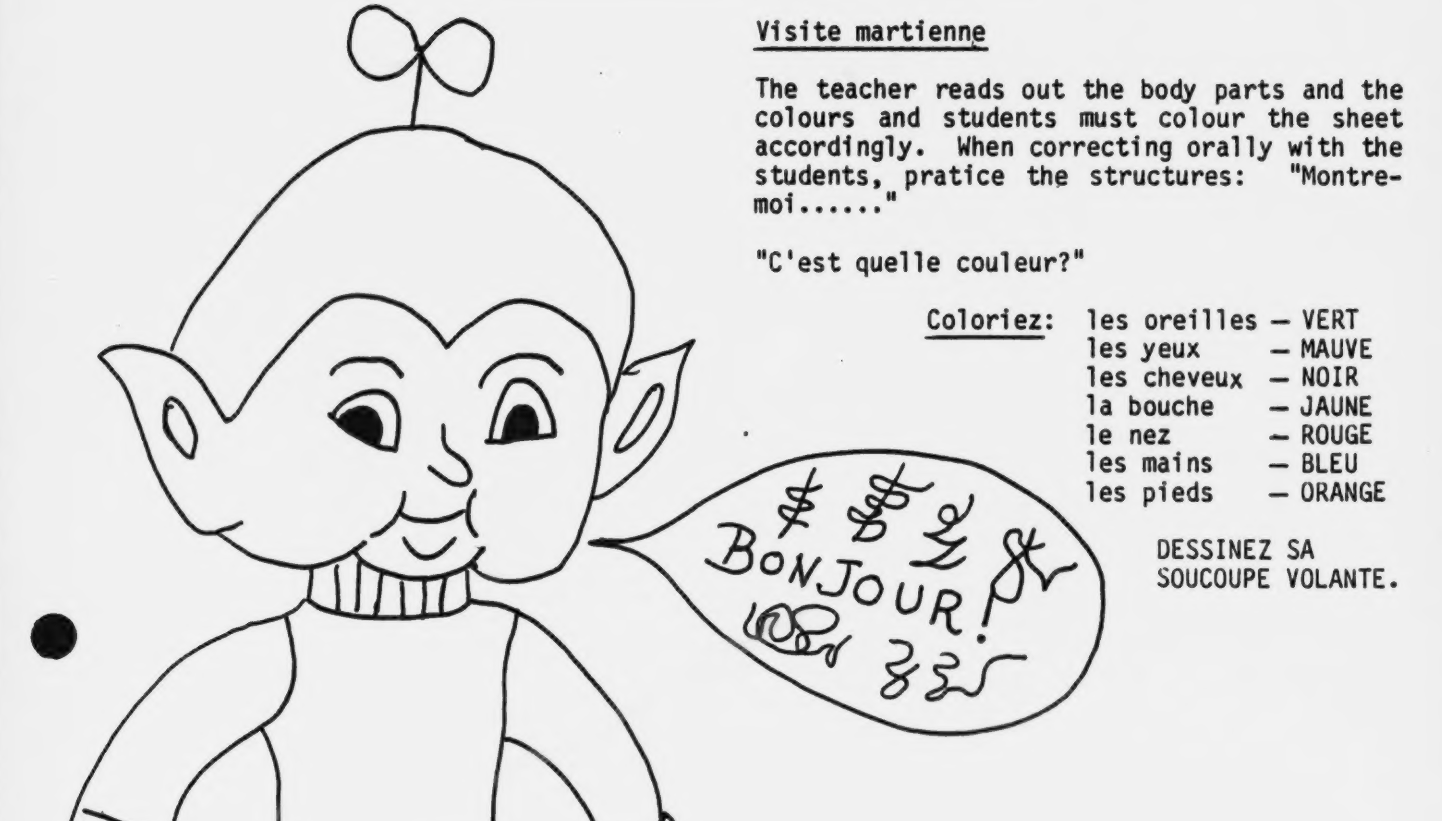
Visite martienne

The teacher reads out the body parts and the colours and students must colour the sheet accordingly. When correcting orally with the students, pratice the structures: "Montre-moi......"

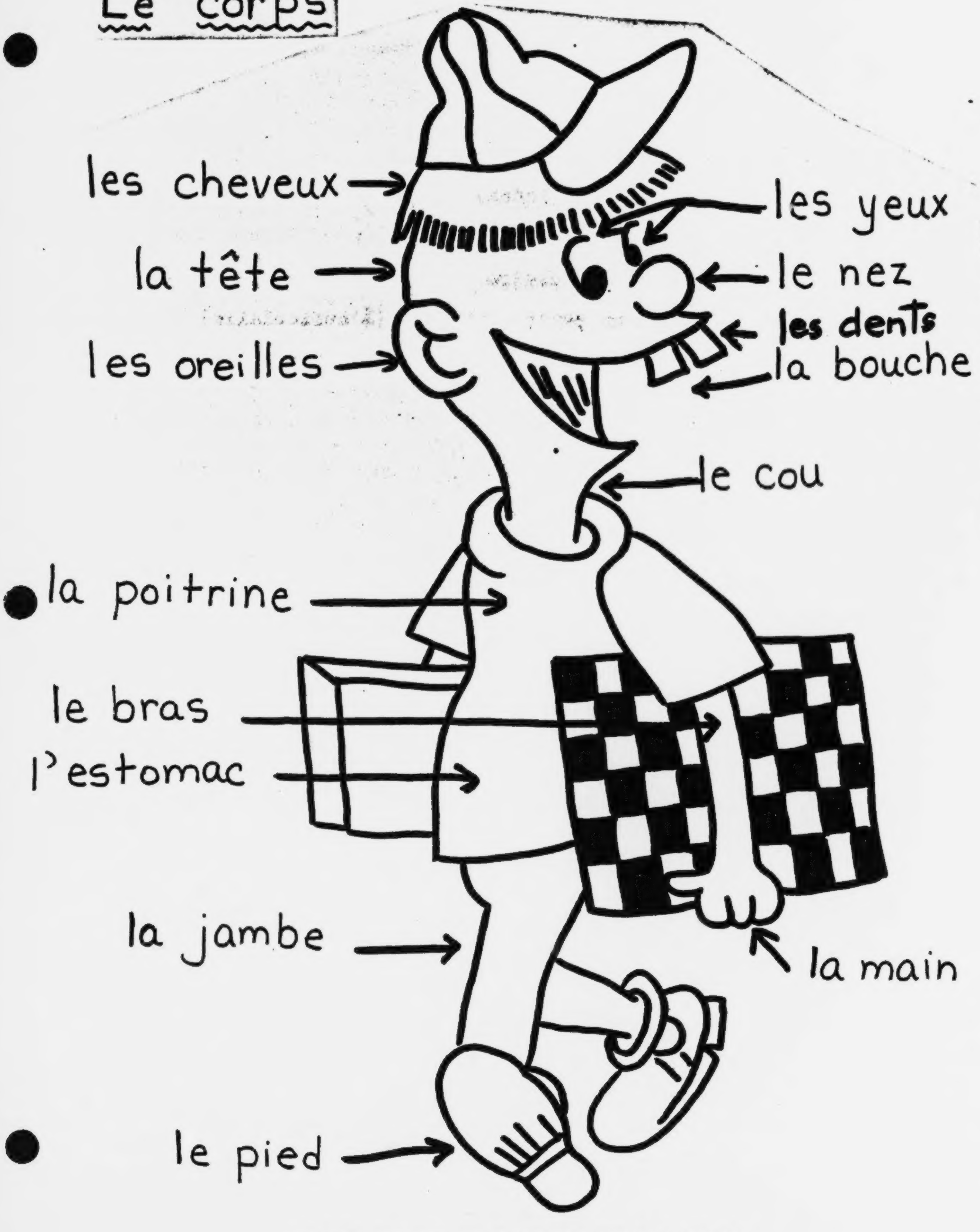
"C'est quelle couleur?"

Coloriez: les oreilles — VERT
les yeux — MAUVE
les cheveux — NOIR
la bouche — JAUNE
le nez — ROUGE
les mains — BLEU
les pieds — ORANGE

DESSINEZ SA
SOUCOUPE VOLANTE.

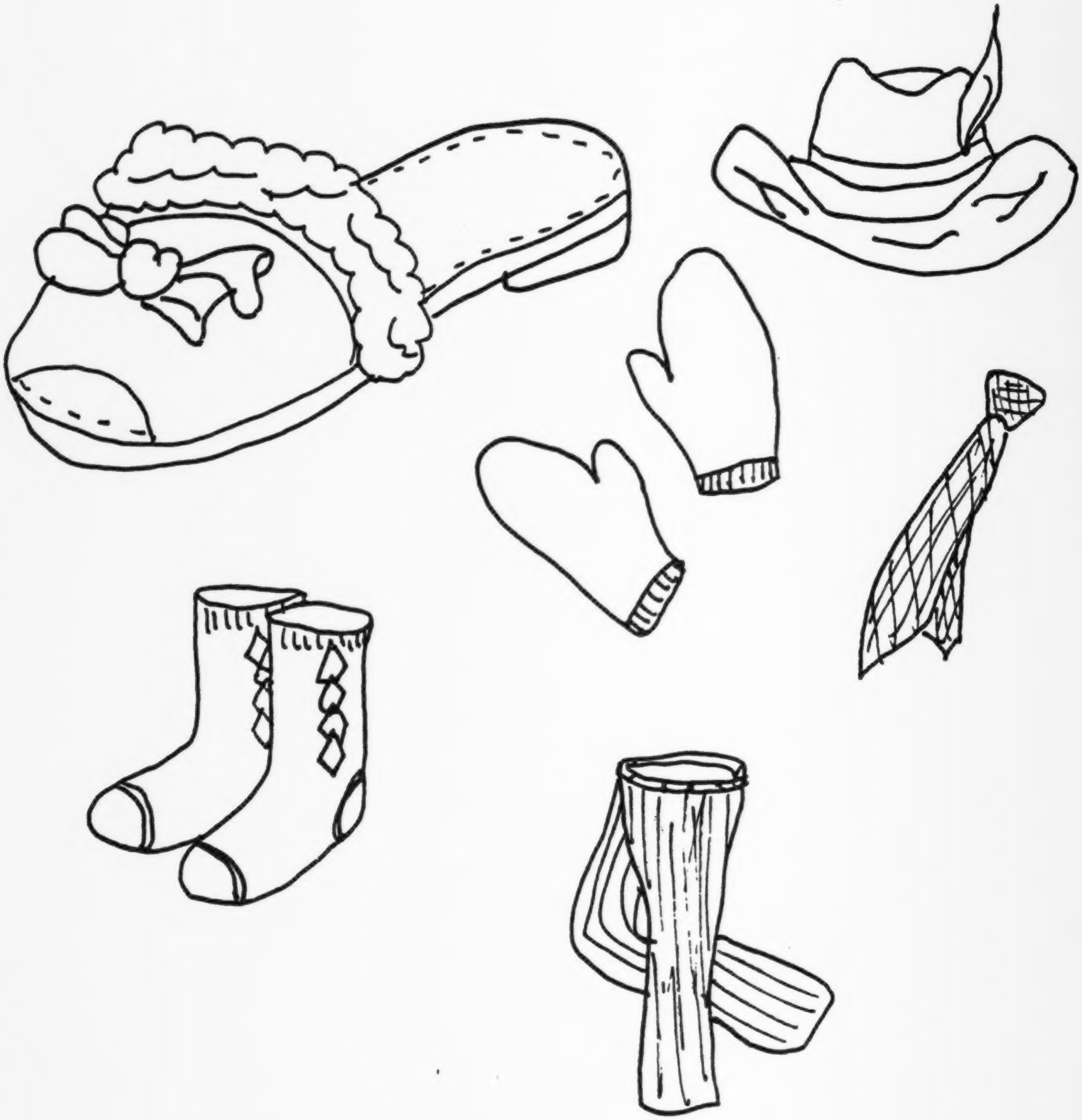


Le corps


les cheveux
les yeux
la tête
le nez
les dents
les oreilles
la bouche
le cou
la poitrine
le bras
l'estomac
la jambe
la main
le pied

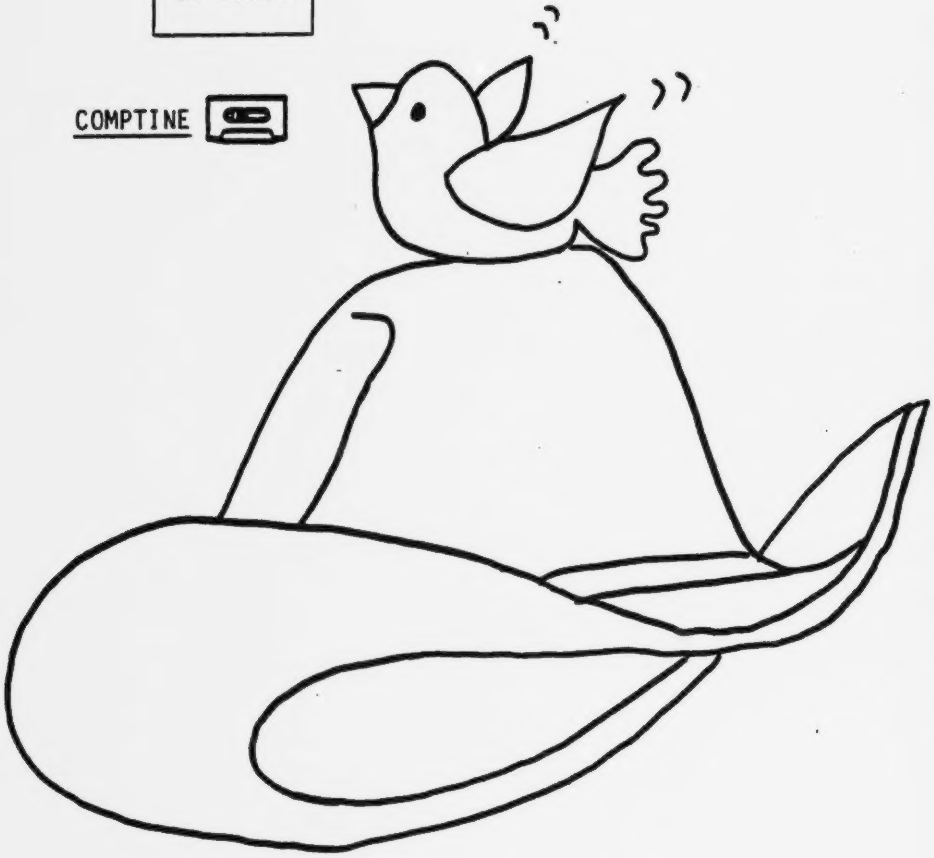
ENLARGE AND USE AS CLASSROOM DISPLAY POSTER.

LES VÊTEMENTS



2e année

COMPTINE



Un moineau sur ton dos

Un moineau sur ton dos,
Ça picote,
Ça picote,
Un moineau sur ton dos,
Ça picote ton chapeau.

Un oiseau sur tes pieds,
Ça picote,
Ça picote,
Un oiseau sur tes pieds,
Ça picote tes souliers.

CHANSONS

Chapeau

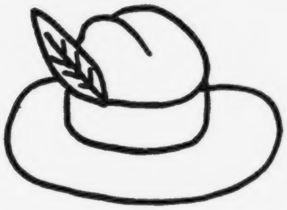
Un p'tit chapeau
Un grand chapeau
Un p'tit chapeau
Grand bord.

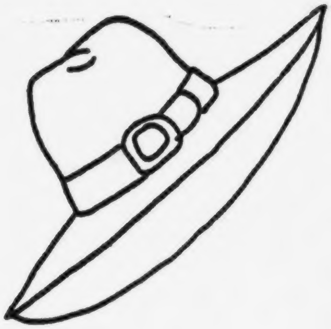
Un grand chapeau
Un p'tit chapeau
Un grand chapeau
P'tit bord.

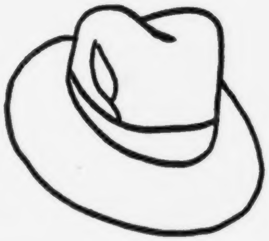
Un grand chapeau de castor, petit bord.
Un petit chapeau de castor, grand bord.

*** Have students perform appropriate actions.

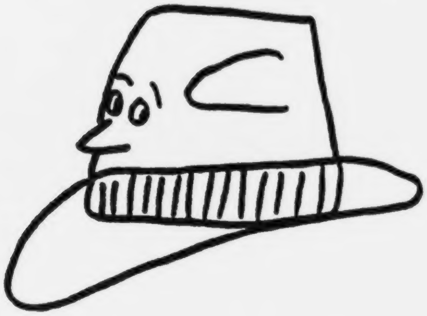
Bring to the class different sized hats to show the different "bords".



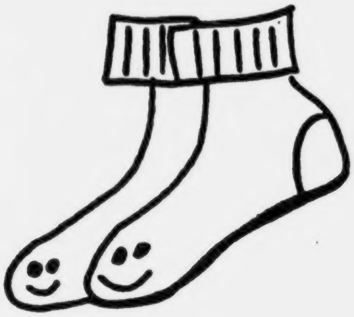




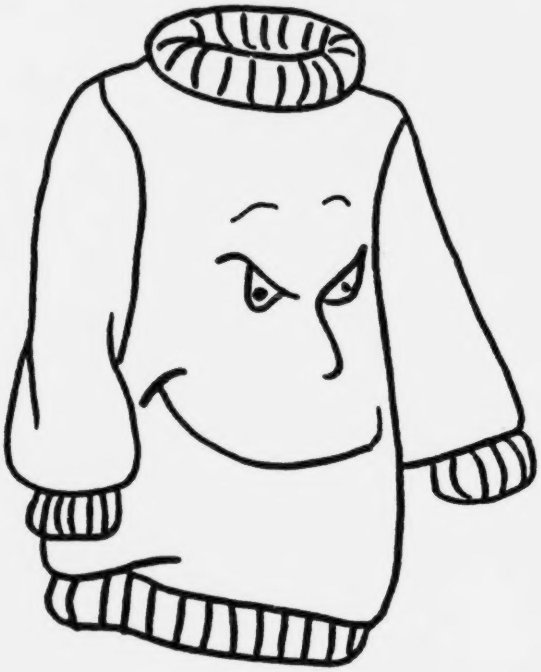
May be used as flashcards: the words should not be shown to the students. They have been included for the teacher's benefit.



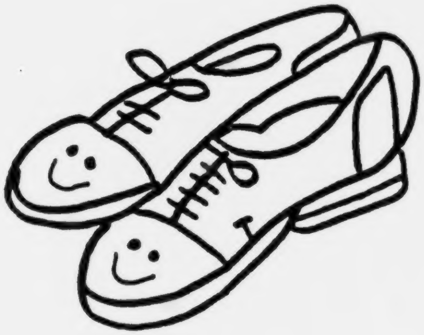
un chapeau



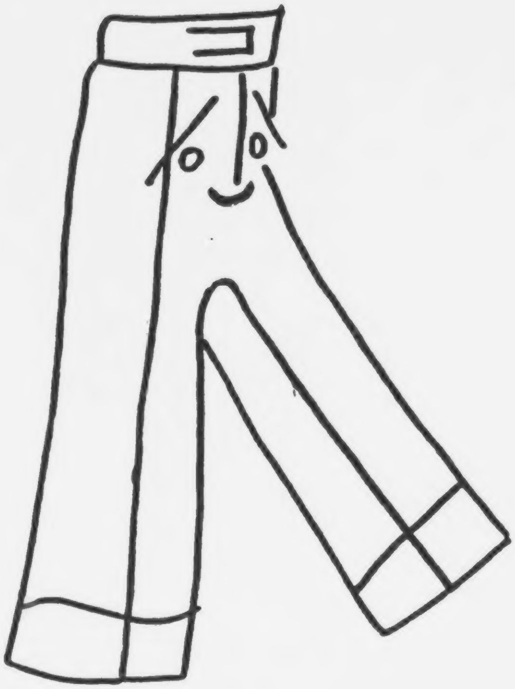
des chaussettes



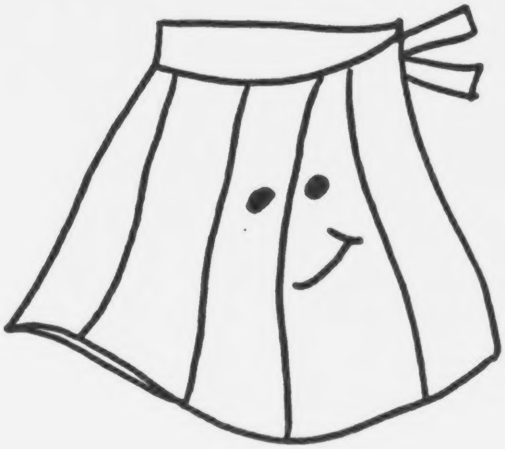
un chandail



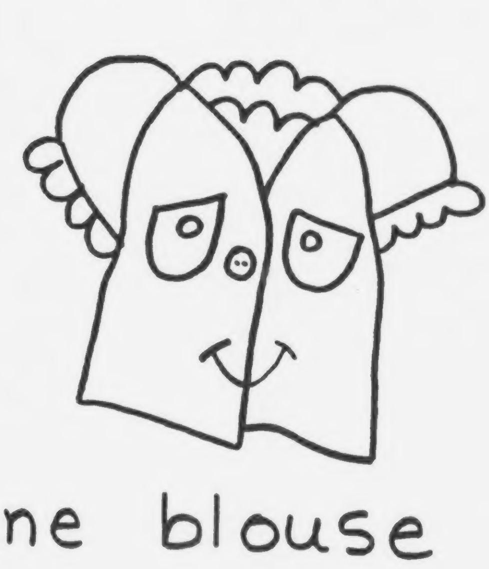
des souliers



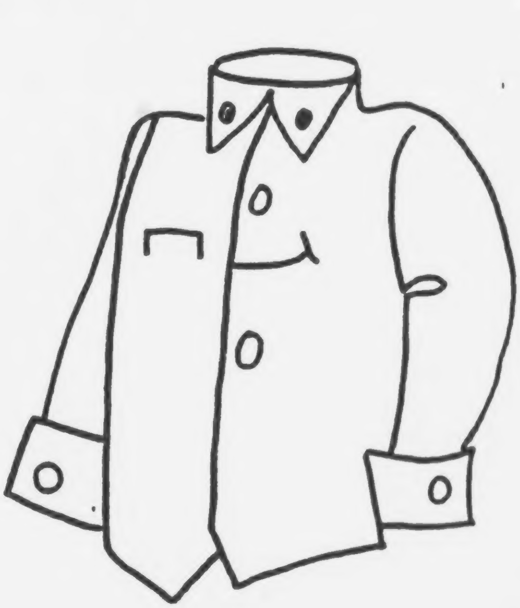
un pantalon



une jupe



une blouse



une chemise

JEUX

To reinforce the clothing vocabulary learned.

1. Le sac de vêtements

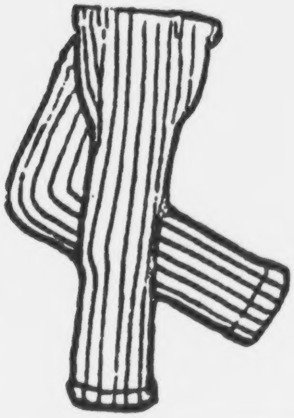
Materials needed: A large bag filled with known articles of clothing - at least one for each child in the class.

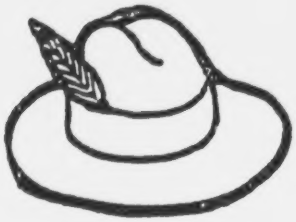
The bag is given to the first child. He reaches in, pulls out an article of clothing and says the name of it in French.
Example: "C'est une tuque" or
"Voici une tuque"
If he is correct, he puts the article on; if he is incorrect, he must put it back in the bag. He then passes the bag to the next child and the procedure is repeated.

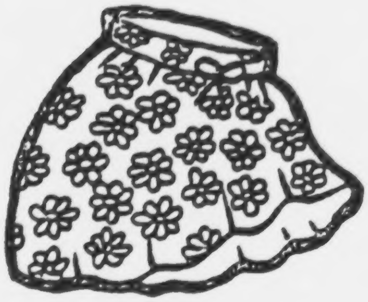
ACTIVITÉ

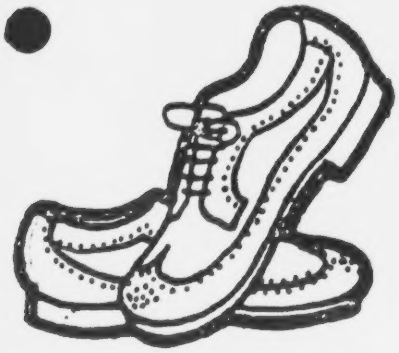
1. Les vêtements: Listening Comprehension Activity

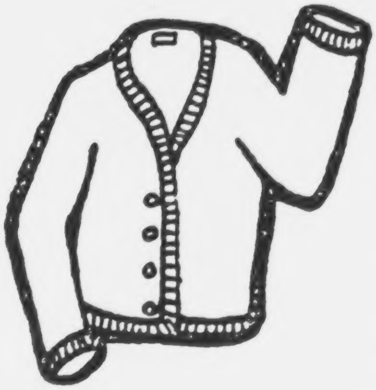
Students listen to the teacher's directions, example: "Numéro un, c'est le chapeau." etc. and write in the number corresponding to the article mentioned. To correct, the student says "numéro trois, c'est la chemise", etc.

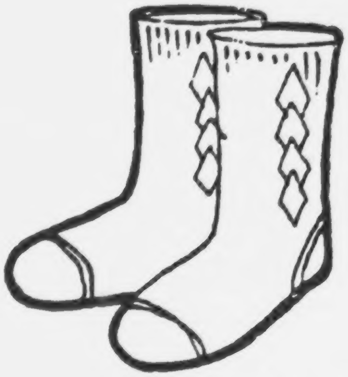


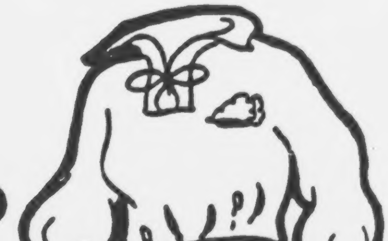


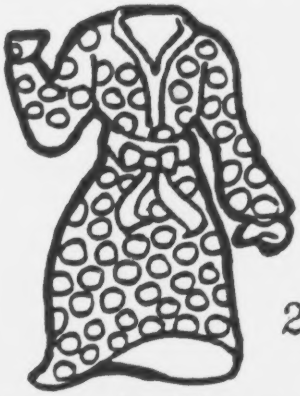


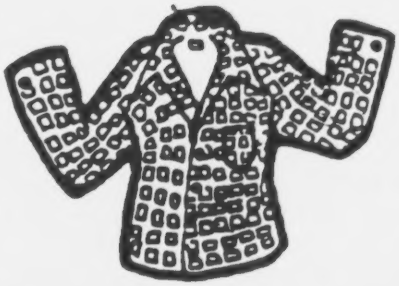












Taken from "Carte blanche" : Addison-Wesley

ACTIVITÉS

2. Clothing Collage:

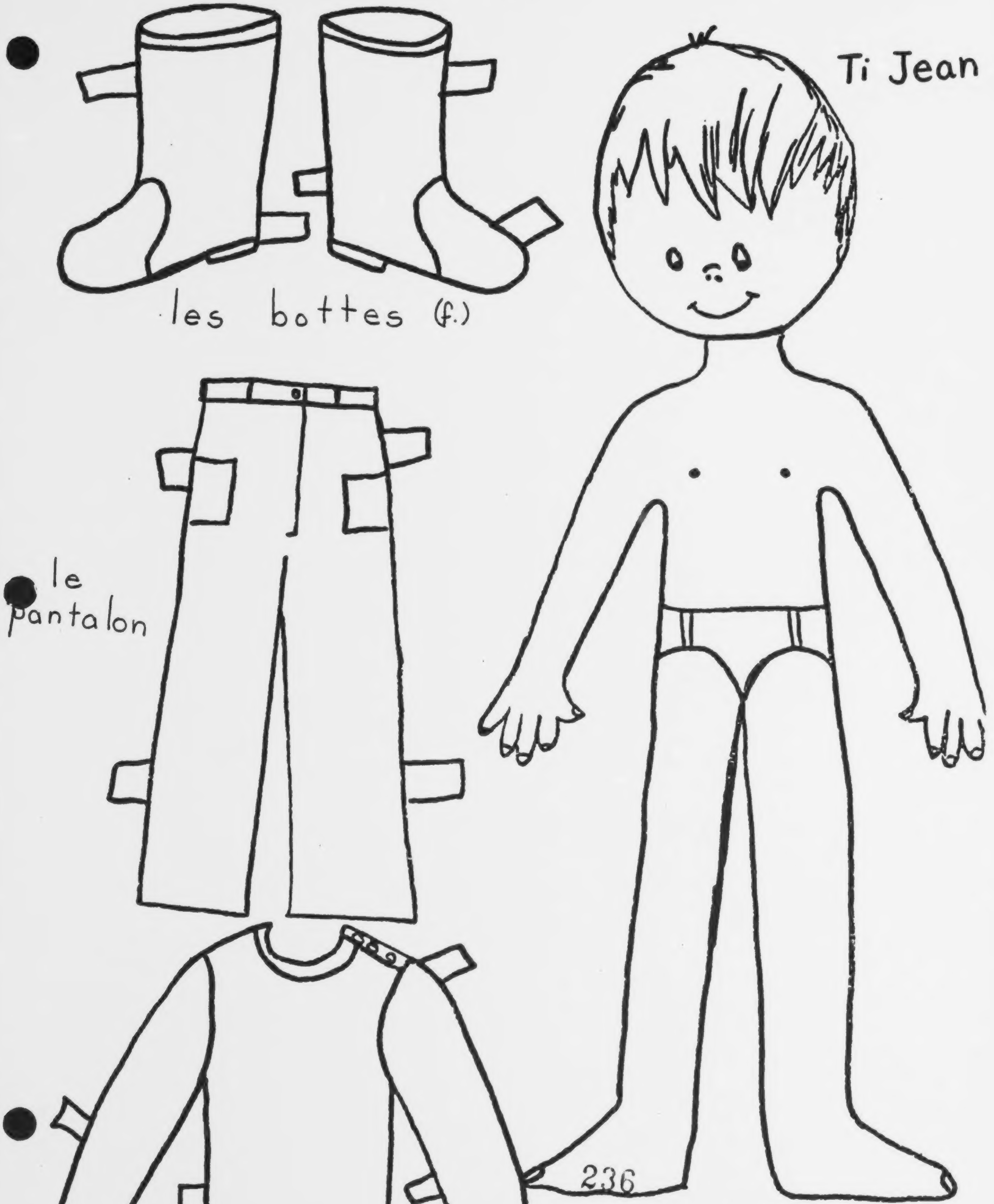
Using catalogues, magazines and newspapers students find and paste different articles of clothing on a large sheet of paper to make a collage. They say the French name before they paste it on, for example "Voici des mitaines", etc.

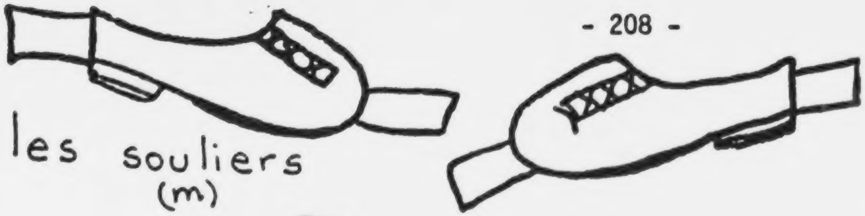
To reinforce the clothing vocabulary learned.

3. Ti-Jean

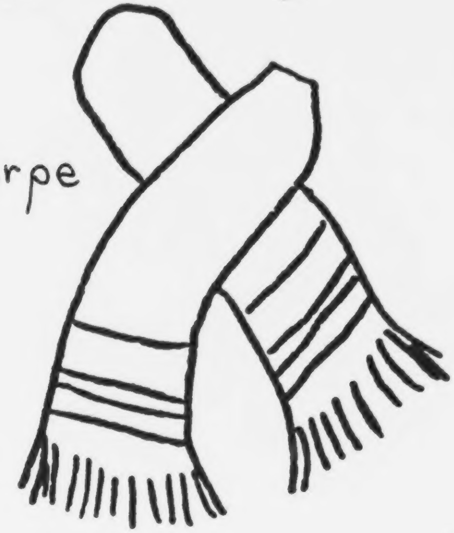
Materials needed: A paper bag and visuals on pages 207 and 208.

Color and cut out the boy and his clothing. Laminate if possible. Have the students pick out one article of clothing out of a paper bag and say it in French. Then place the clothing on Ti-Jean (who is tacked onto the bulletin board).

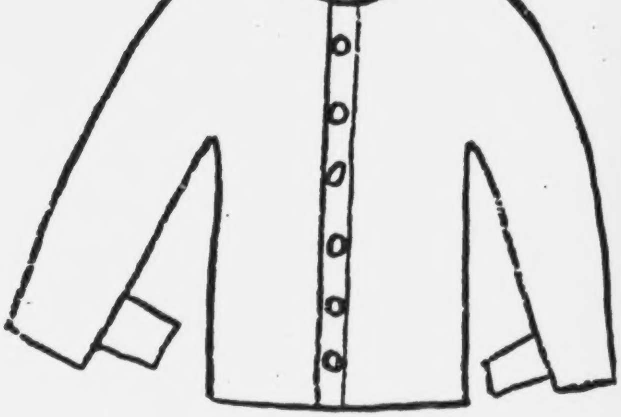

les bottes (f.)
Ti Jean
le pantalon
le chandail



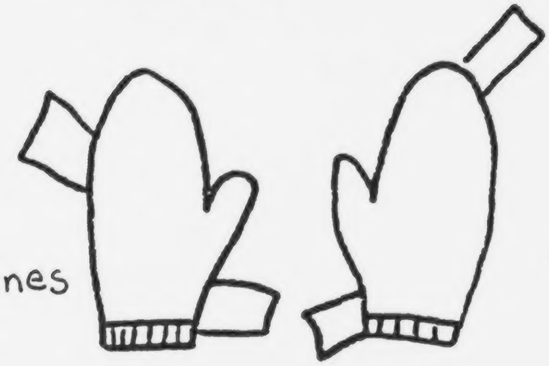
les souliers
(m)



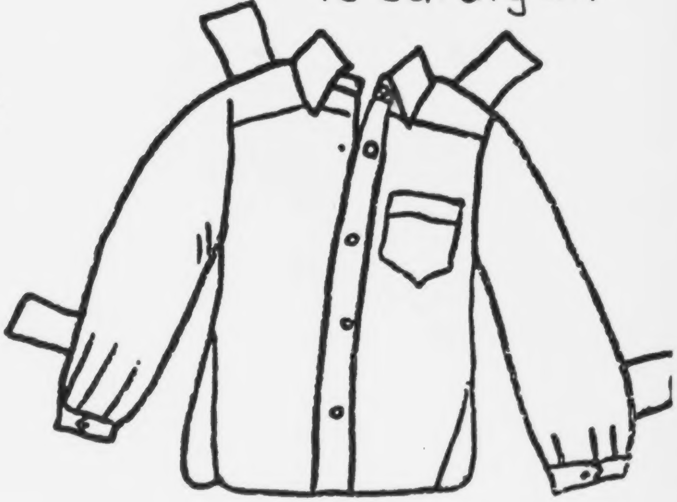
l'écharpe
(f)



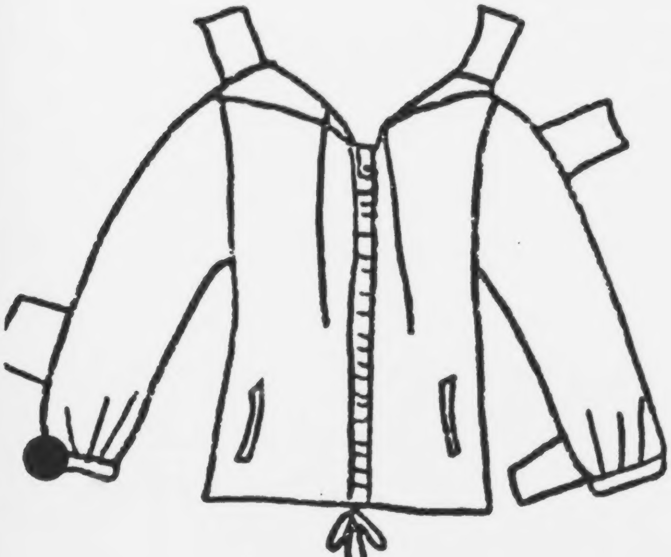
le cardigan



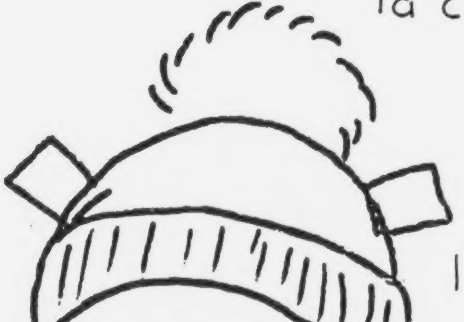
les
mitaines



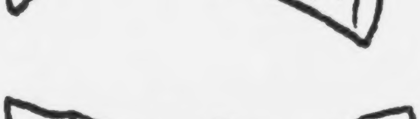
la chemise



le veston



la tuque



la ceinture

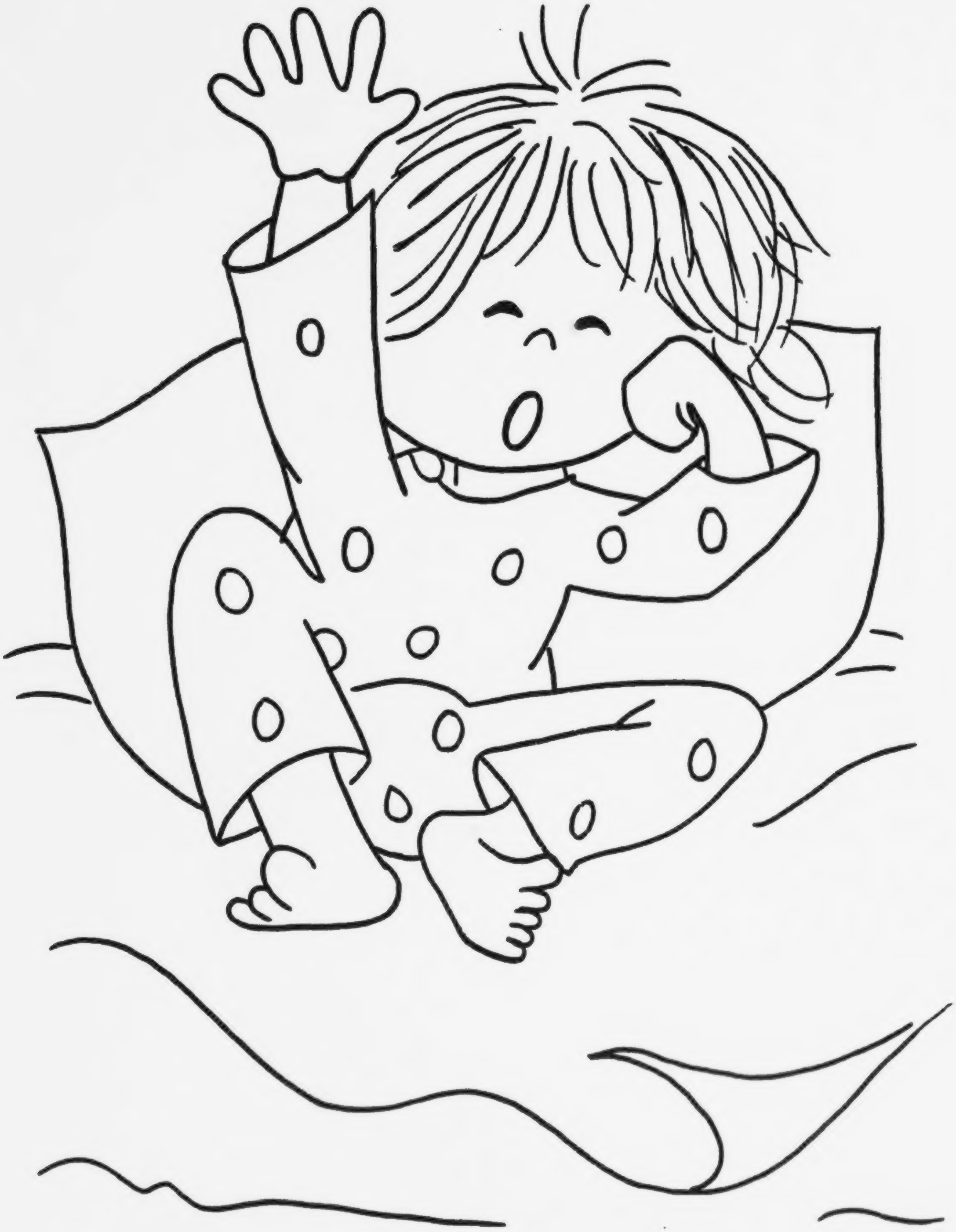
CONTE

MARIE S'HABILLE

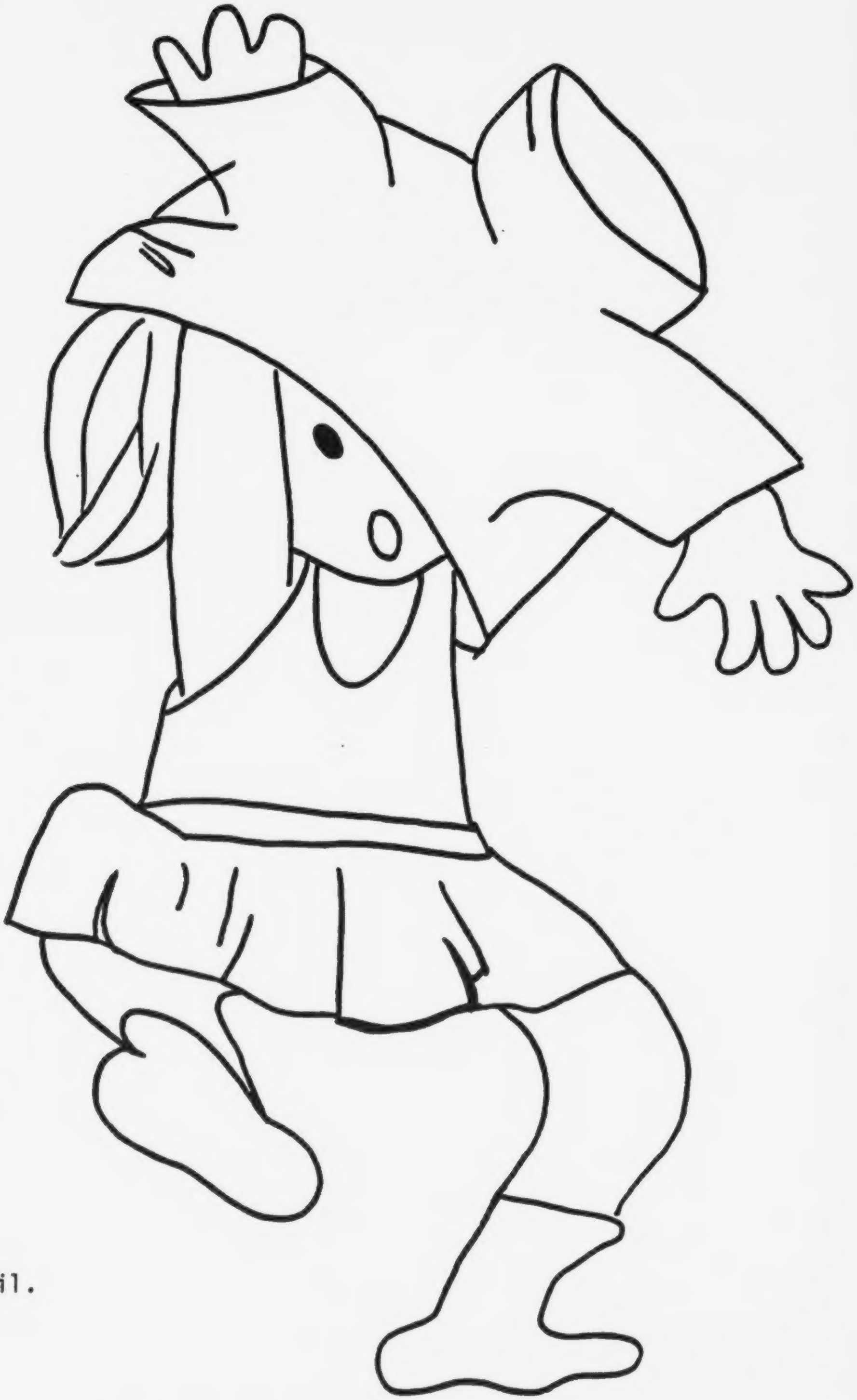
G. Robertson

B. Clements

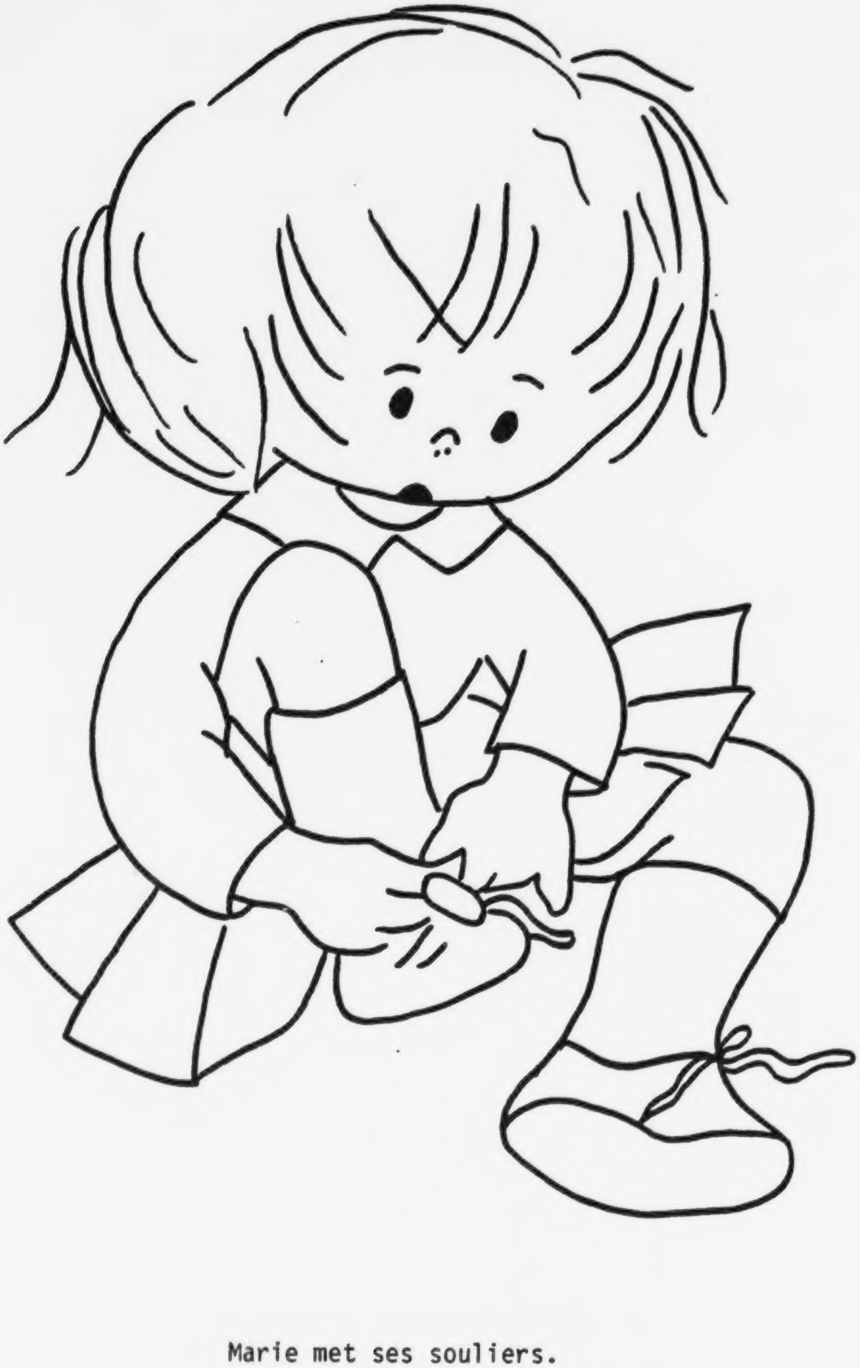
R. Bohemier



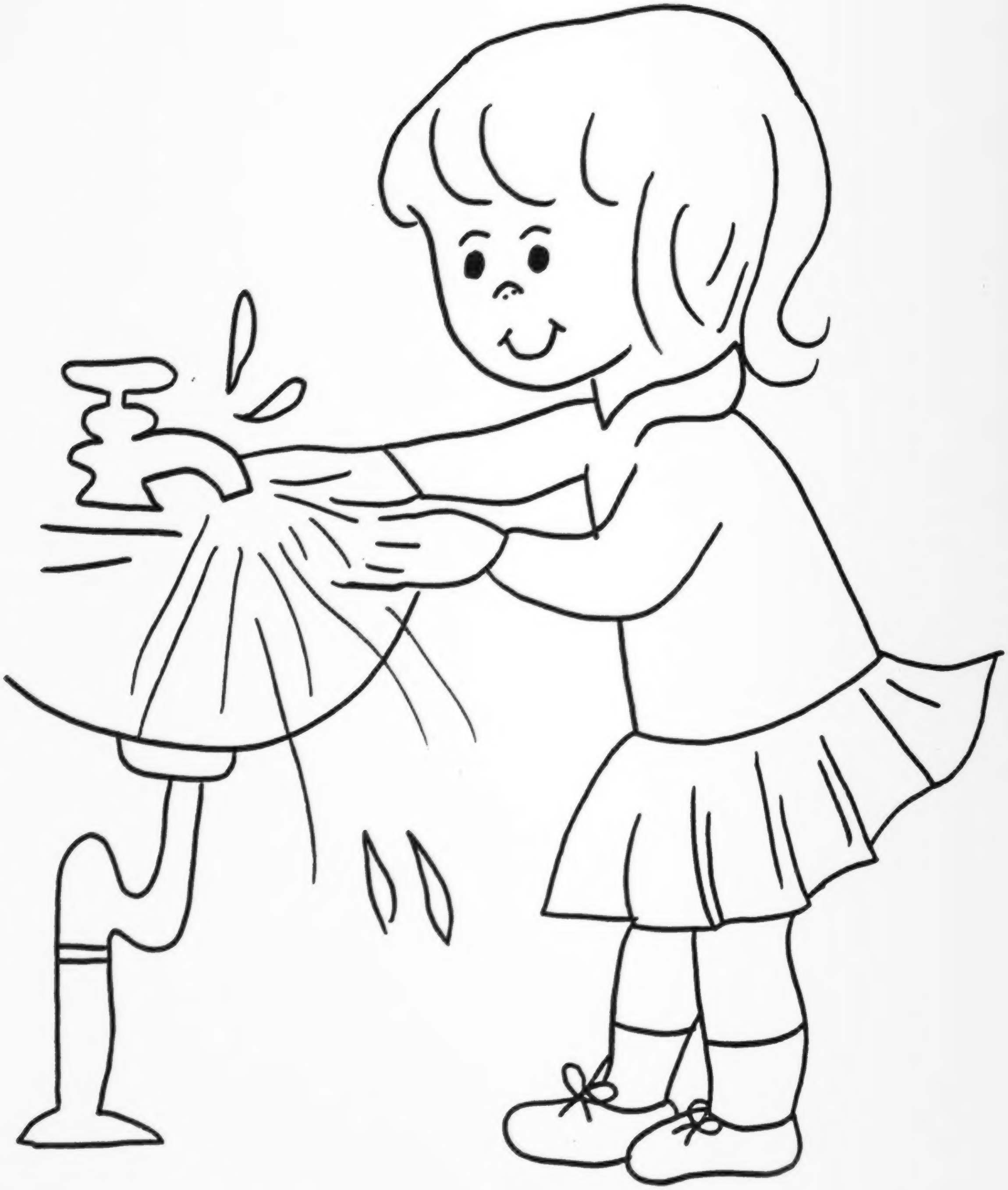
"Bonjour Marie. C'est le matin."
Marie se lève.



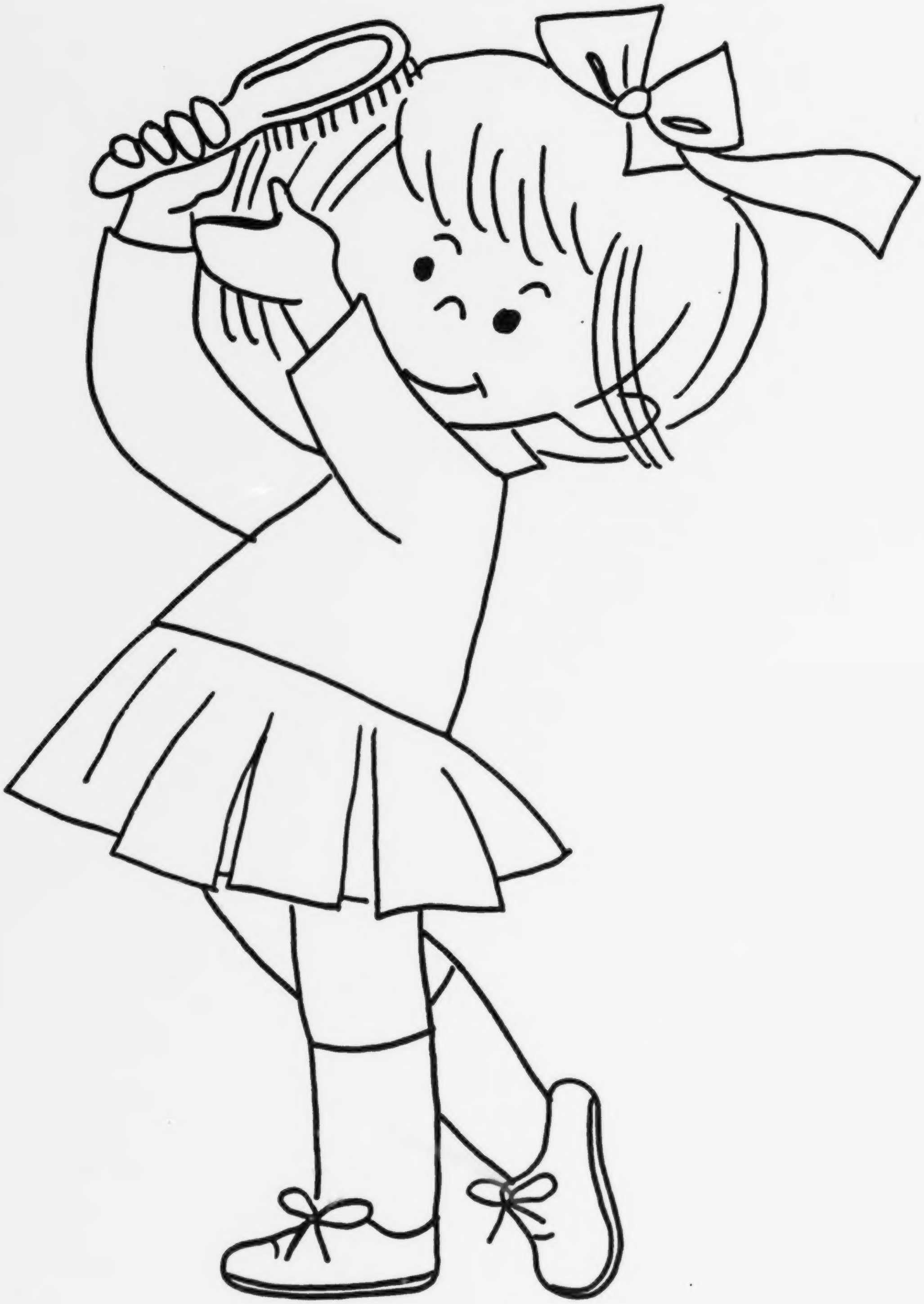
Marie s'habille.
Elle met sa jupe.
Elle met son chandail.



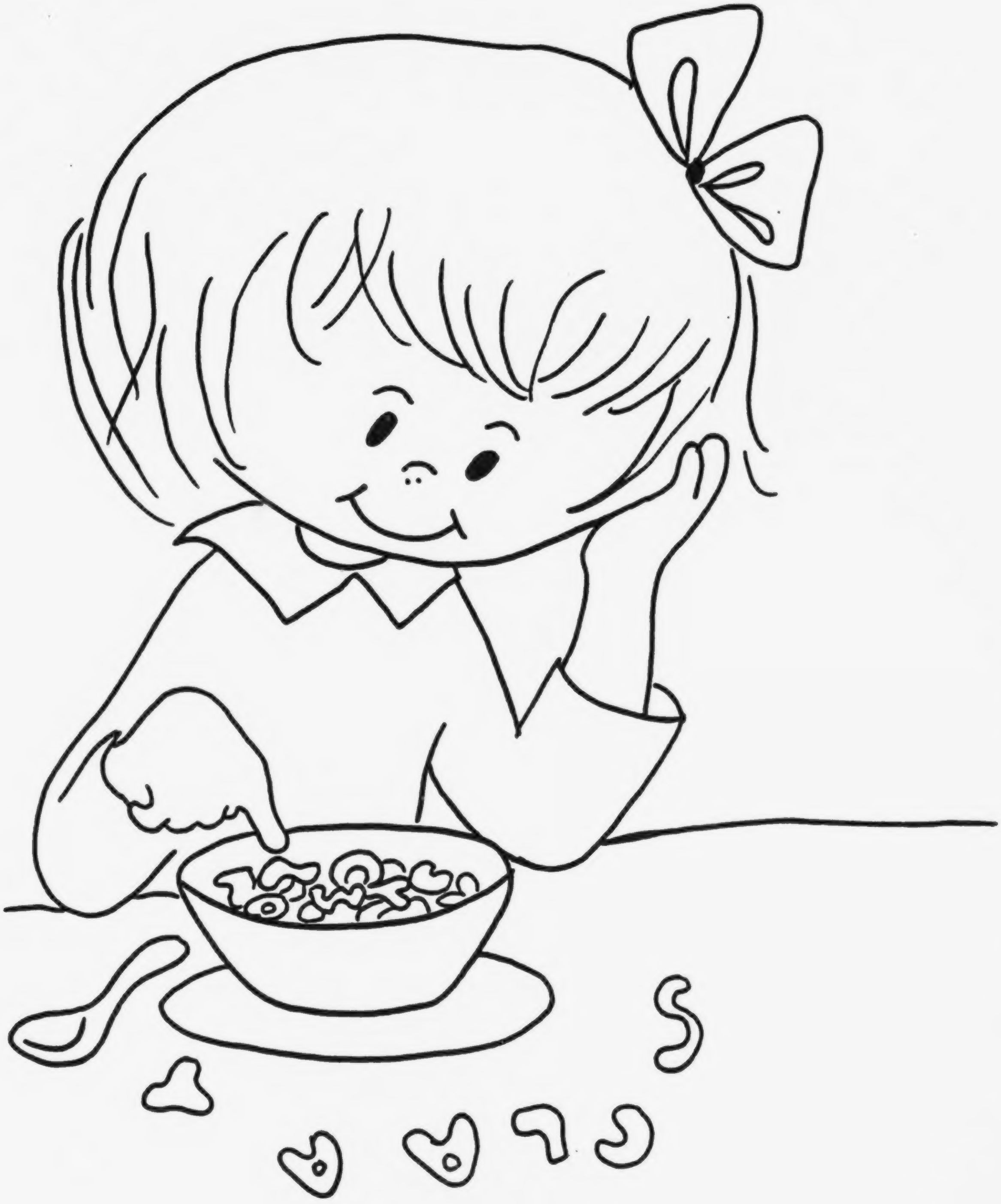
Marie met ses souliers.



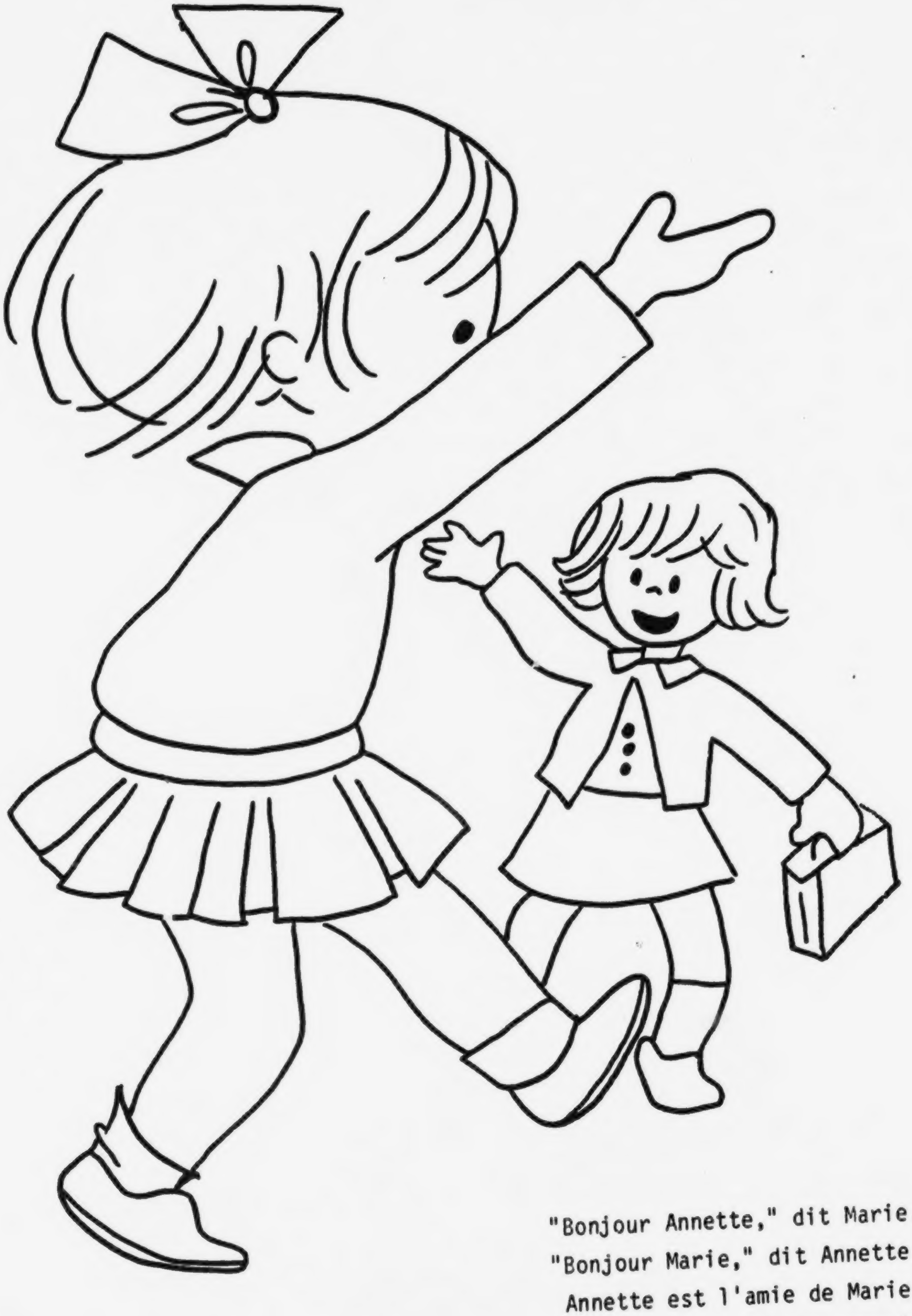
Marie se lave les mains et le visage.
Elle brosse les dents aussi.



Marie brosse les cheveux.
Elle met un ruban rouge dans les cheveux.



C'est le petit déjeuner.
Marie mange le céréale d'alphabets.
Elle cherche "M" pour Marie.



"Bonjour Annette," dit Marie.
"Bonjour Marie," dit Annette.
Annette est l'amie de Marie.
Elles vont à l'école ensemble.

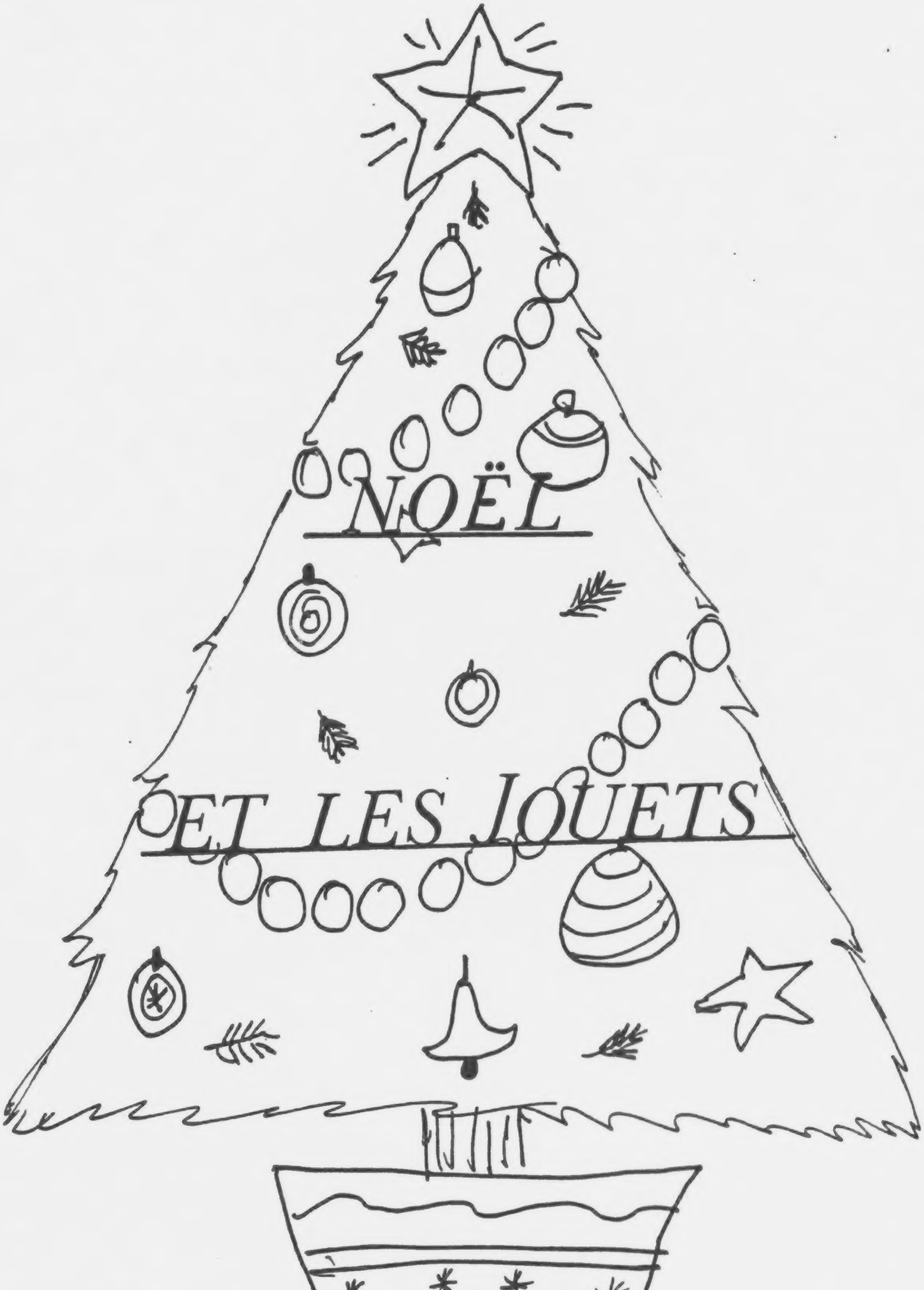
DÉCEMBRE

Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Le thème:

1. Noël et les jouets



NOËL

ET LES JOUETS

2e année

COMPTINES 📼

1. Voici Noël

Voici Noël!
L'étoile est grande!
L'étoile est belle!
C'est Noël!

2. Merci

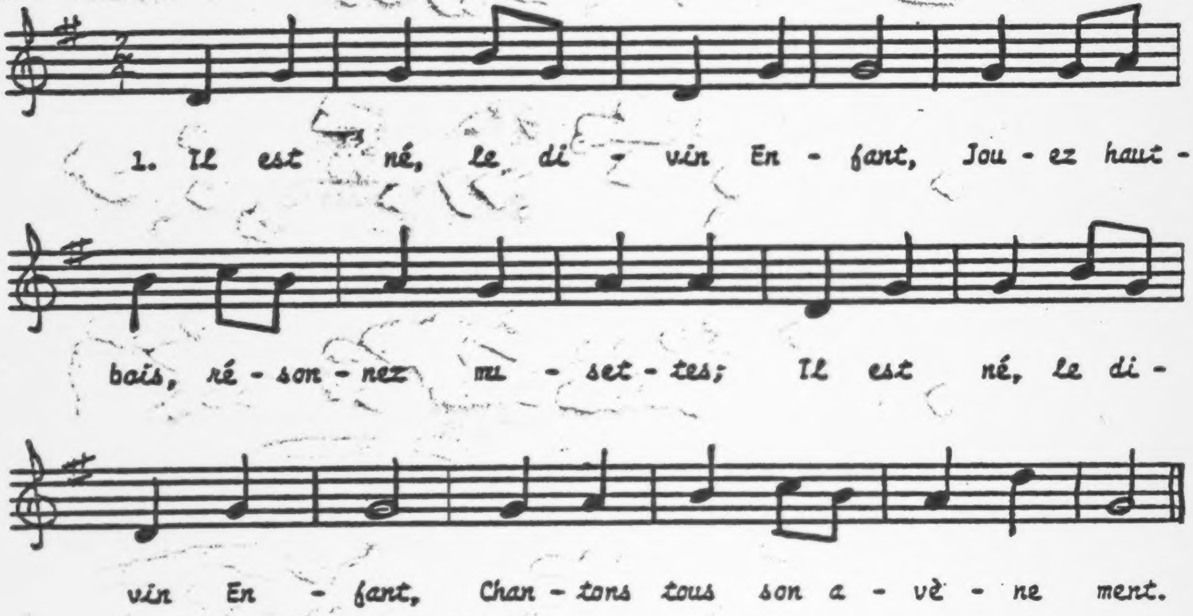
Merci pour les cadeaux
Ils sont beaux!
Merci pour les bonbons
Ils sont bons!

3. Saint Nicolas

Oh! là! là!, regarde là-bas
C'est le beau Saint Nicolas
Dans son sac sur le dos
Il apporte de beaux cadeaux!

CHANSONS

1. IL EST NÉ, LE DIVIN ENFANT


1. Il est né, le di - vin En - fant, Jou - ez haut -
bois, ré - son - nez mu - set - tes; Il est né, le di -
vin En - fant, Chan - tons tous son a - vè - ne ment.

Une étable est son logement,
Un peu de paille est sa couchette,
Une étable est son logement,
Pour un Dieu quel abaissement.

2. Des poupées
(Air: Deck the Hall)

Des poupées Barbie et Ken
La la la la la La la la la
Sous le joli grand sapin
La la la la la La la la la
Avec d'autres beaux cadeaux
La la la la la La la la la
Père Noël qui dit "Ho! Ho! Ho!"
La la la la la La la la la

3. Nez rouge
(Rudolph the Red-Nosed Reindeer)

On l'appelait nez rouge
Ah! comme il était mignon
Ce p'tit renne au nez rouge
Rouge comme un limignon.
Son p'tit nez faisait rire
Chacun s'en moquait beaucoup
On allait jusqu'à dire
Qu'il buvait un p'tit coup
Une fée qui l'entendit
Pleurer dans le noir
Pour le consoler lui dit
"Viens au Paradis ce soir"
Comme un ange au nez rouge
Il conduira dans le ciel
Avec son p'tit nez rouge
Le chariot du Père Noël.

CHANSON/ACTIVITÉ

4. Les dix rennes

Materials required: 10 small reindeer ornaments, or pictures of reindeer.

Tune: "10 LITTLES INDIANS"

Words: Un petit, deux petits, trois petits rennes;
Quatre petits, cinq petits, six petits rennes;
Sept petits, huit petits, neuf petits rennes;
Dix petits rennes de Noël.

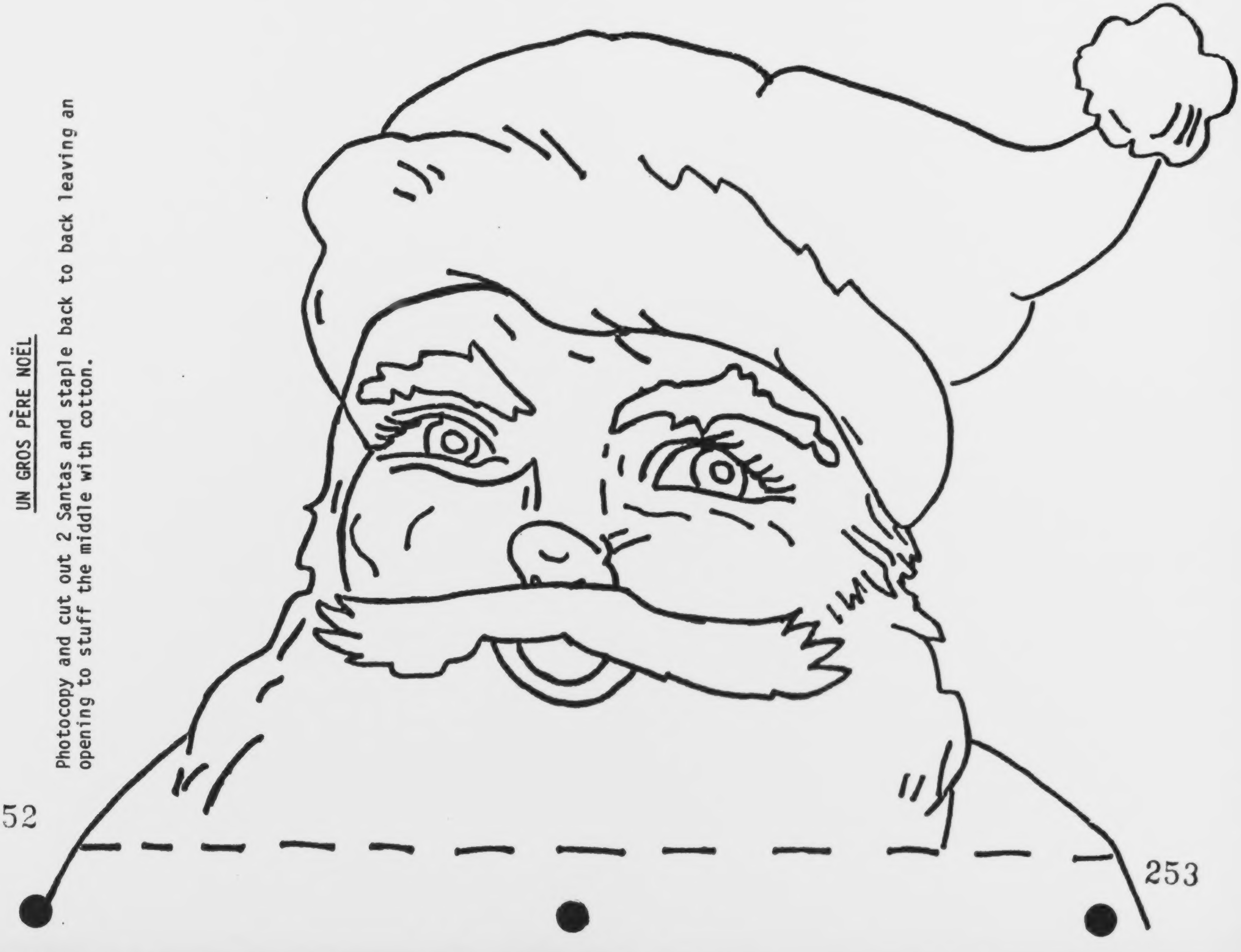
Dix petits, neuf petits, huit petits rennes;
Sept petits, six petits, cinq petits rennes;
Quatre petits, trois petits, deux petits rennes;
Un petit renne de Noël.

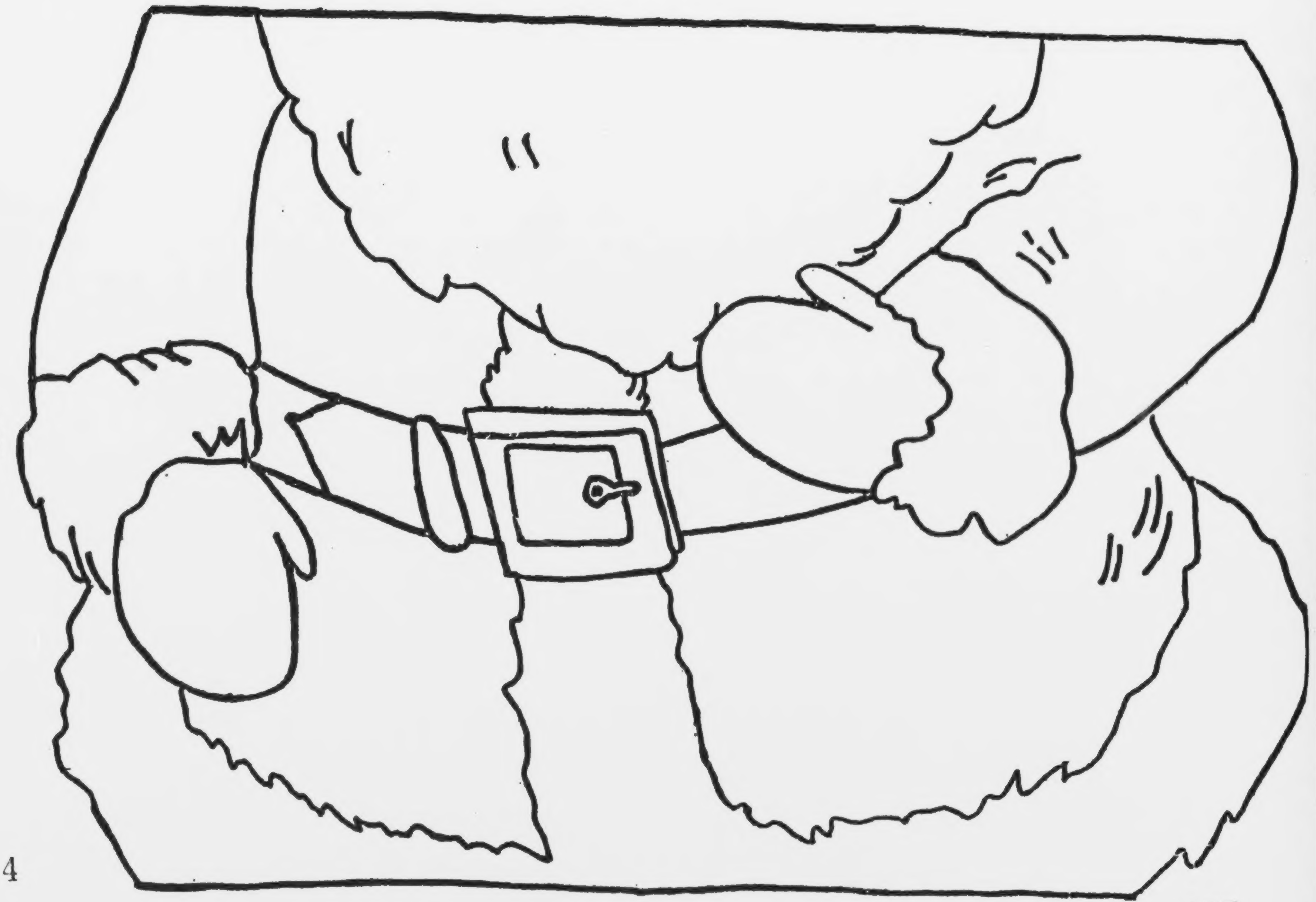
Directions: Ten children are picked to come to the front, and sit on the floor. Each child holds a reindeer, and stands up as his number is called. In verse II, they sit down as their number is called.

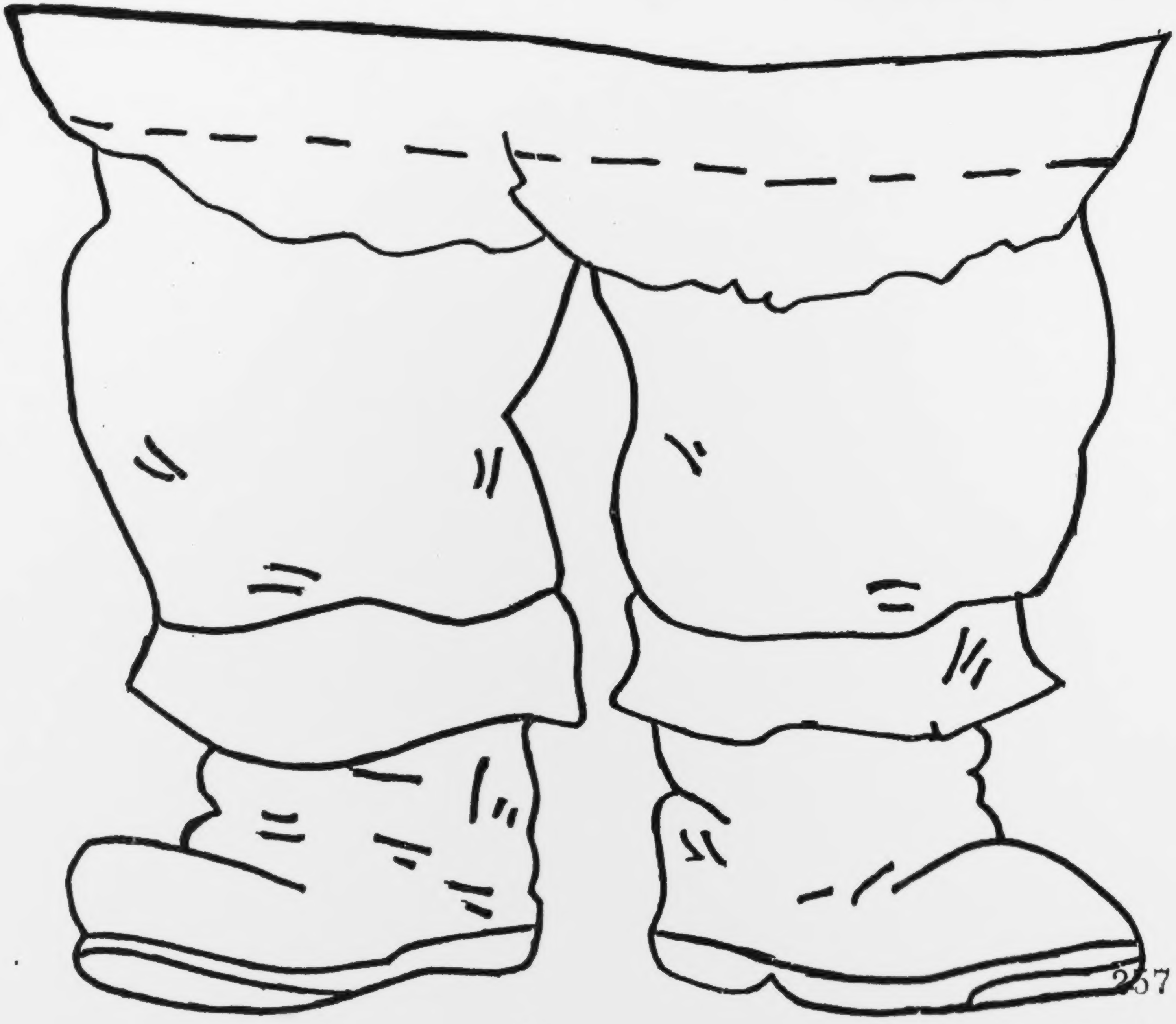
* For visual of reindeer, see page 237.

UN GROS PÈRE NOËL

Photocopy and cut out 2 Santas and staple back to back leaving an opening to stuff the middle with cotton.



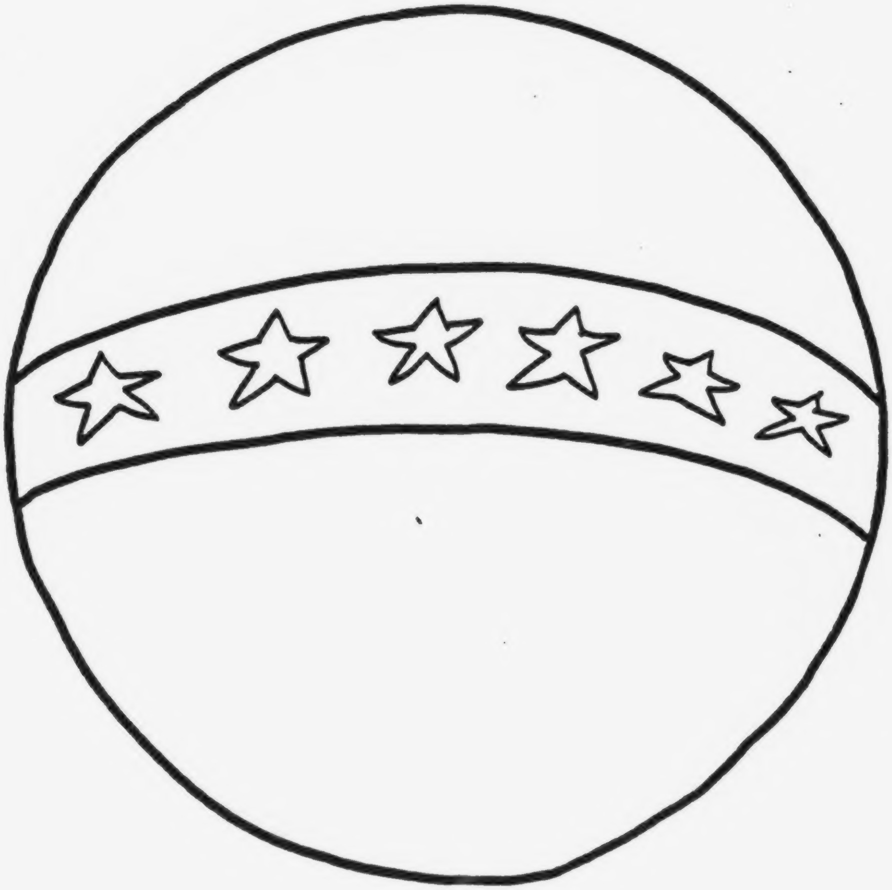

254
255



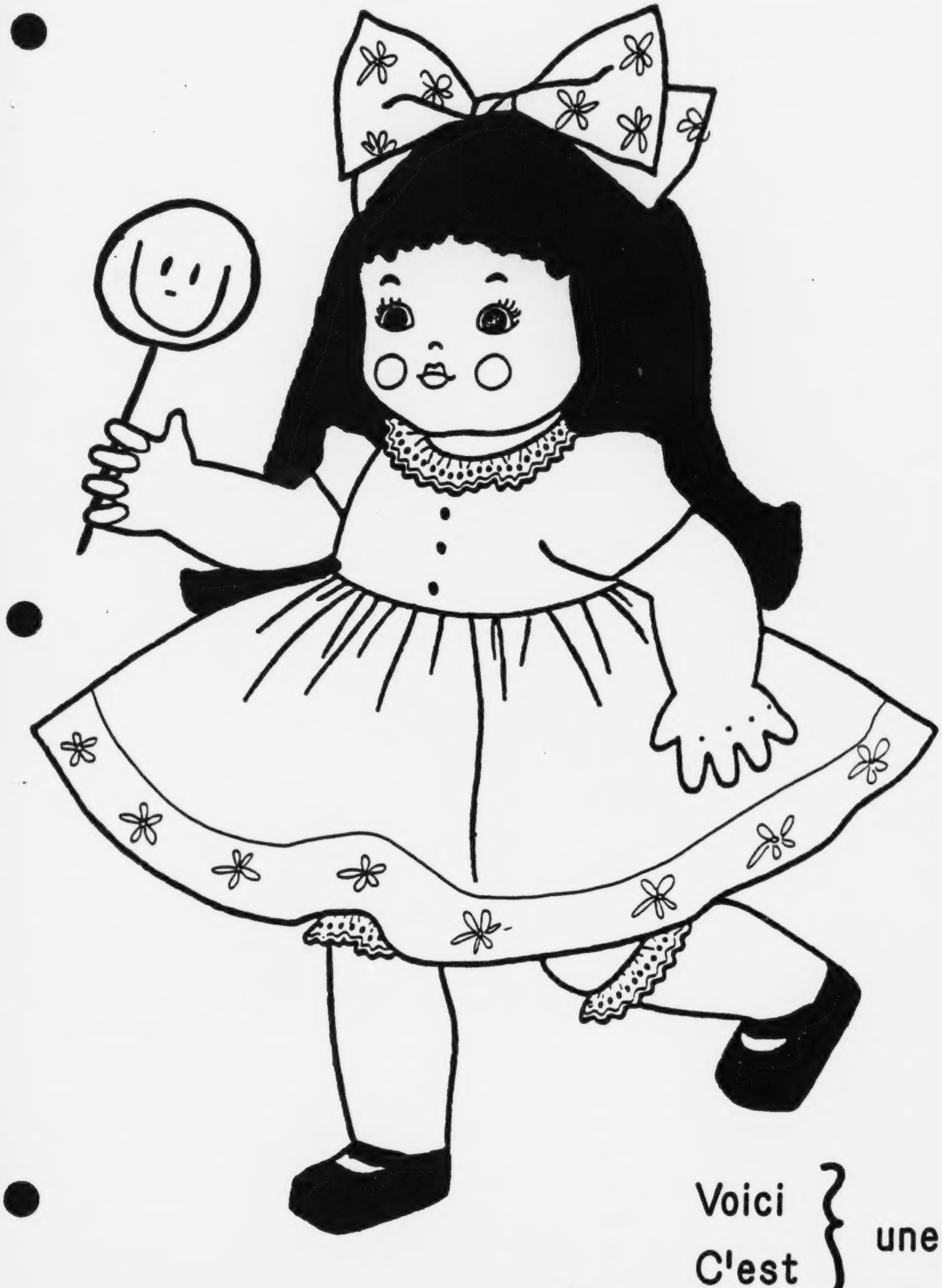
256

257

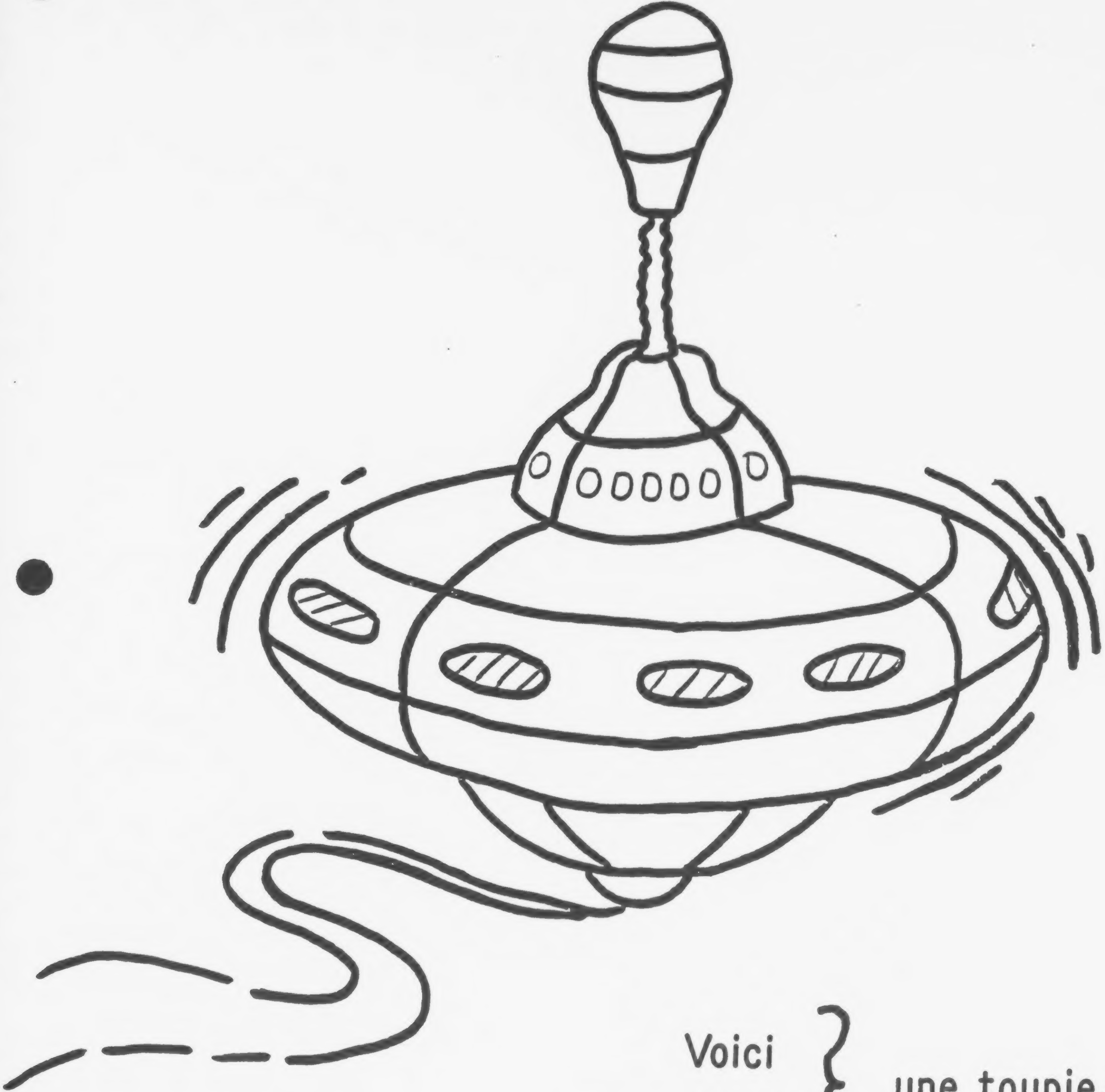
The following drawings may be used with the structures:
"C'est ———— and Voici ————"



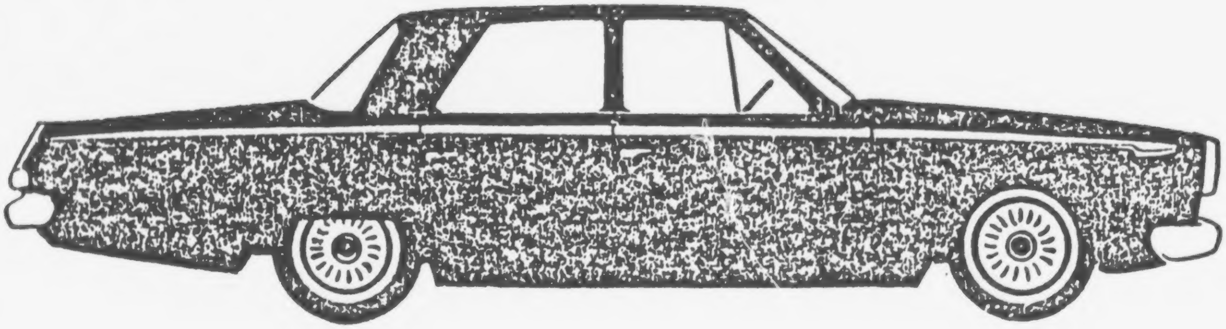
Voici }
C'est } une balle.



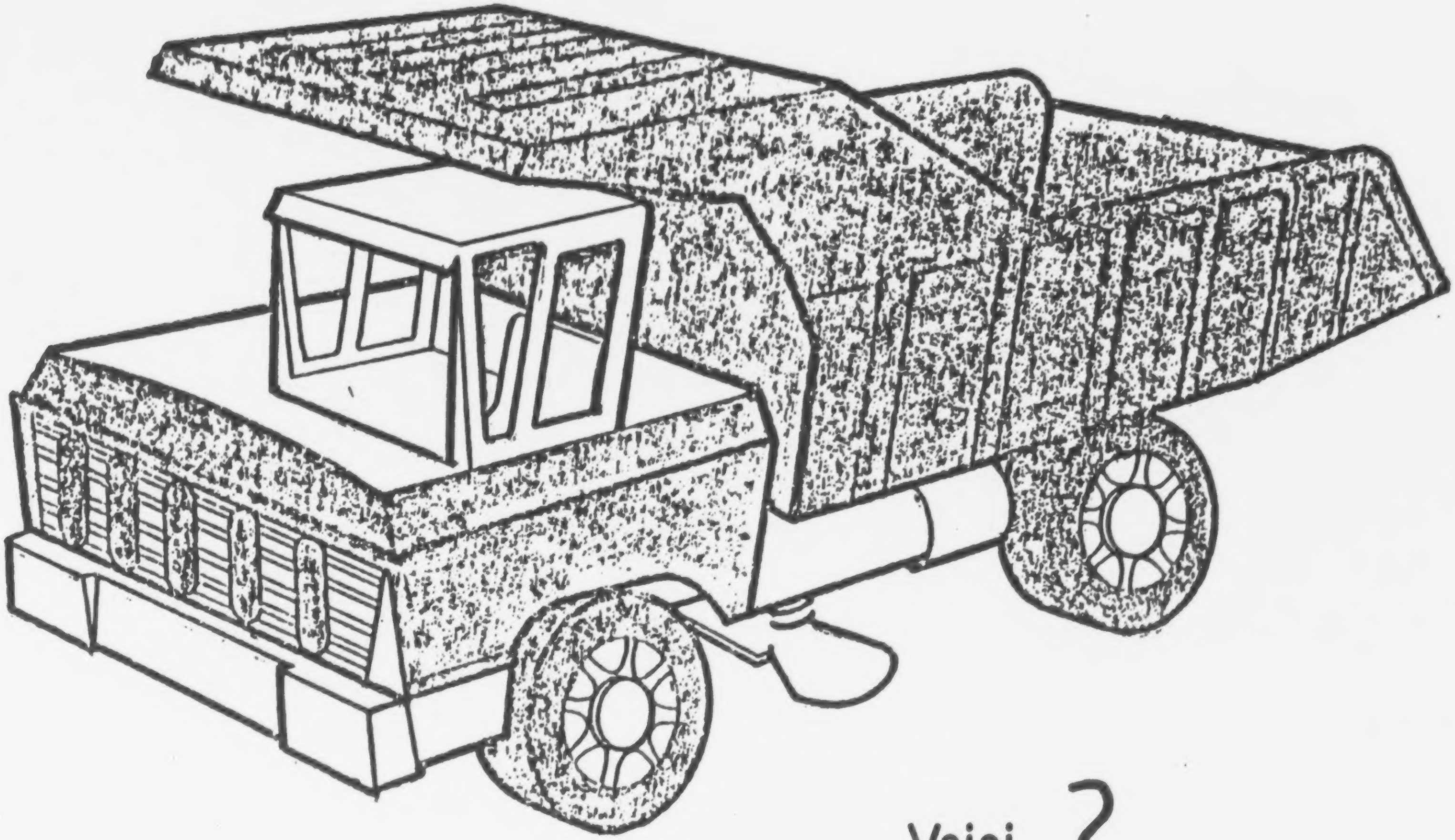
Voici } une poupée.
C'est }



Voici } une toupie.
C'est }



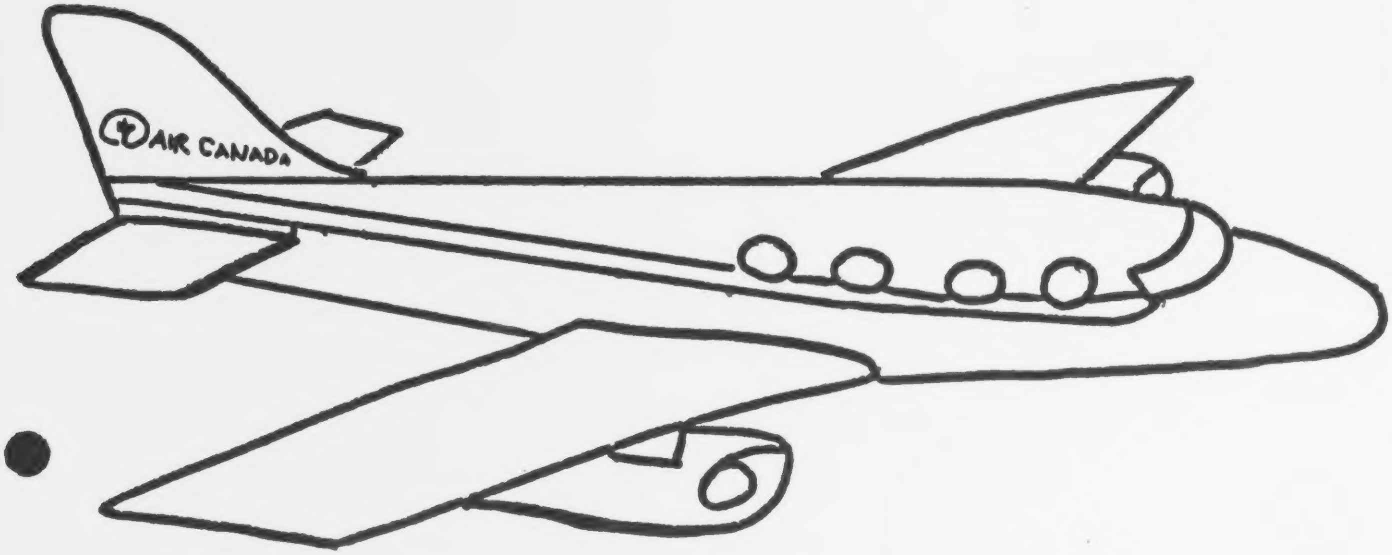
Voici } une auto.
C'est }



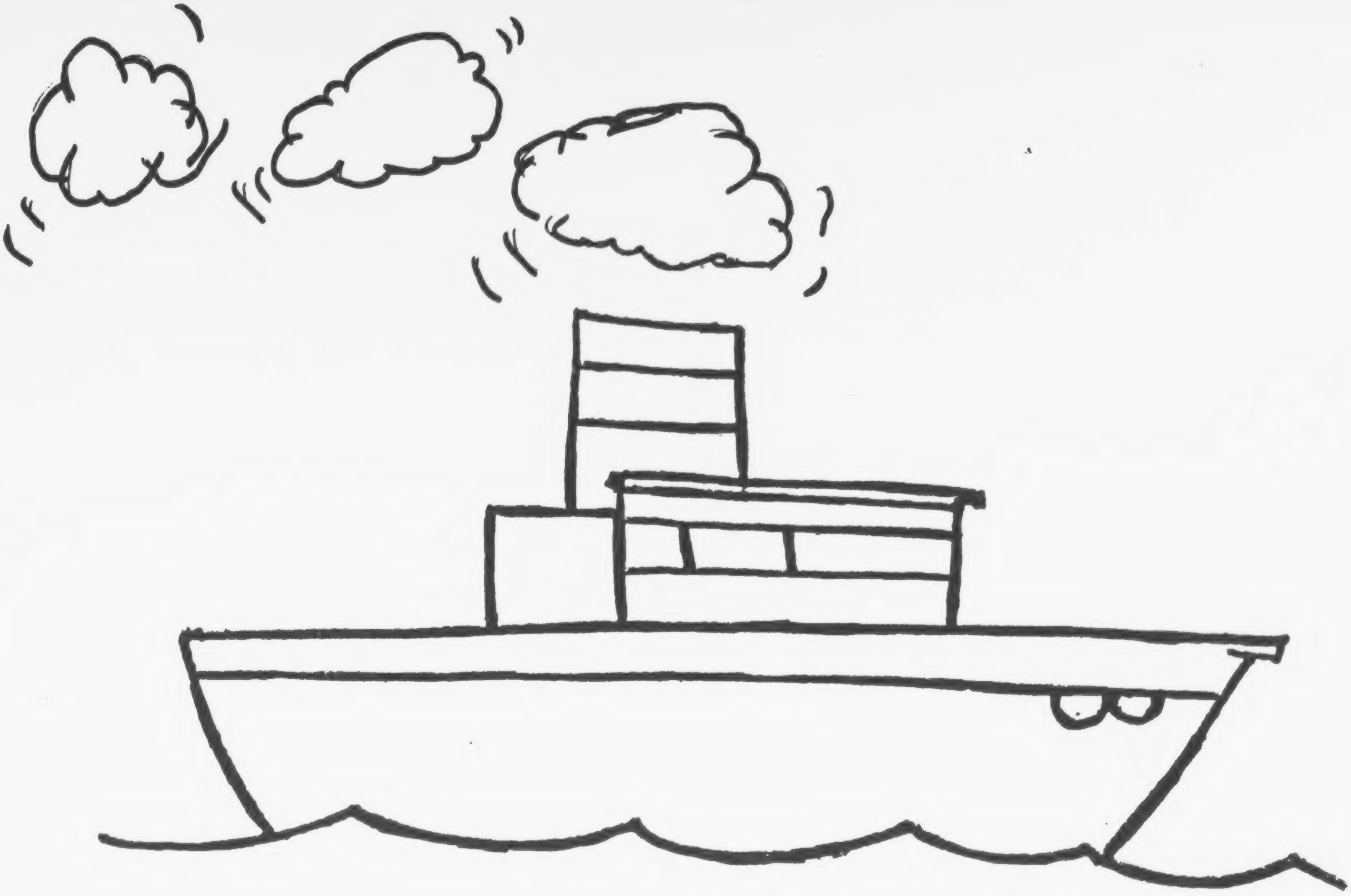
Voici
C'est } un camion.

262

263



Voici } un avion.
C'est }

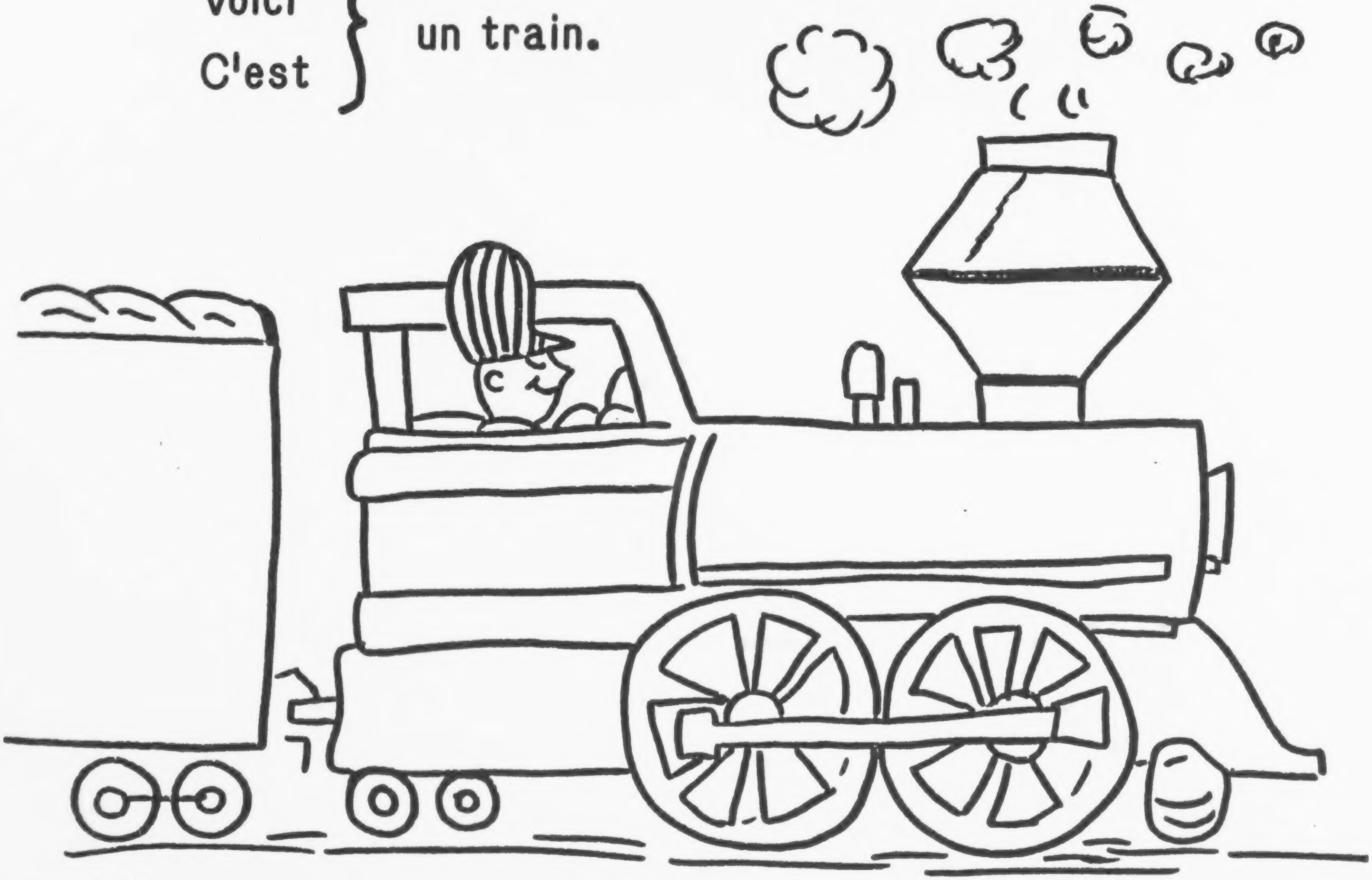


Voici } un bateau.
C'est }

265

266

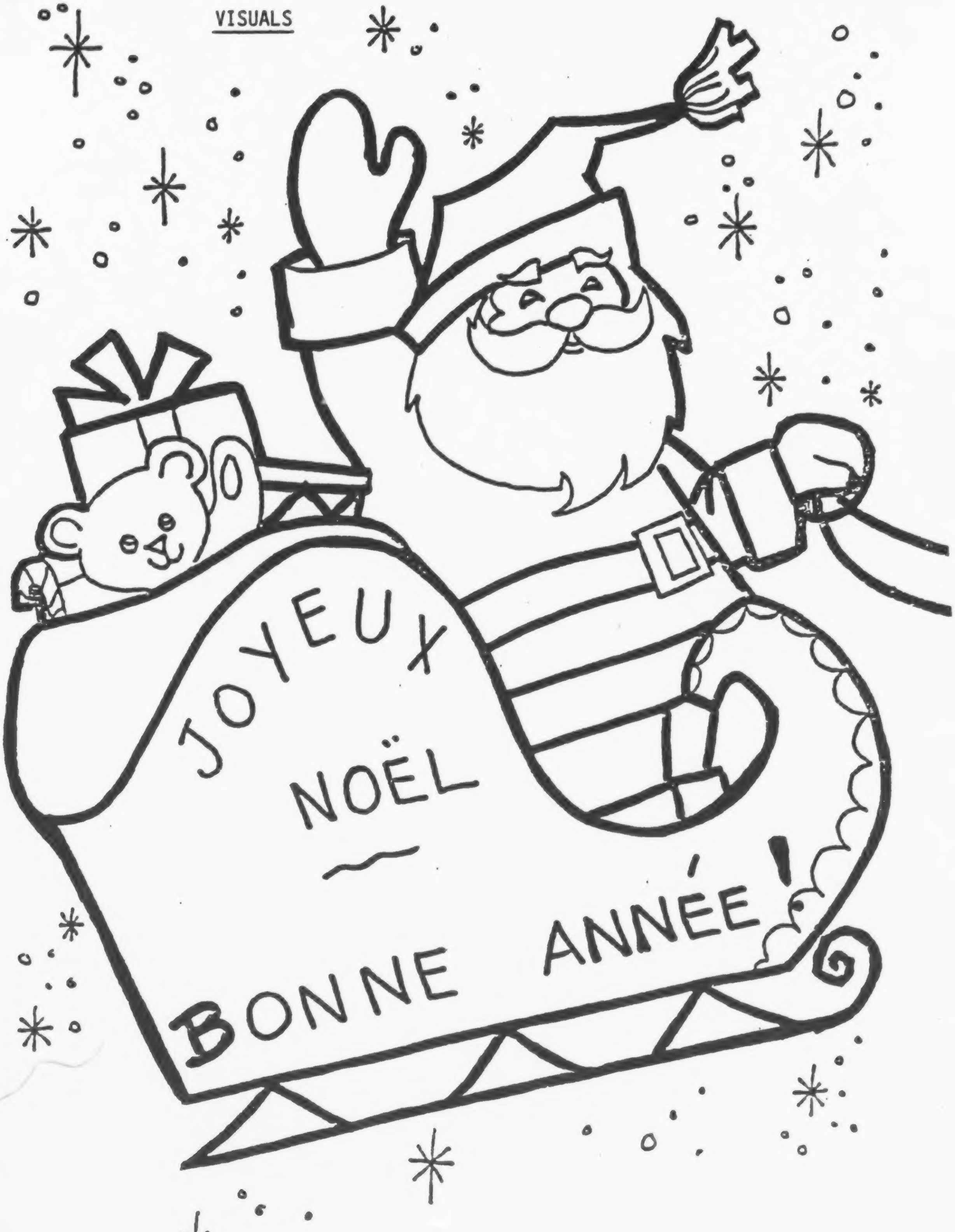
Voici
C'est
un train.

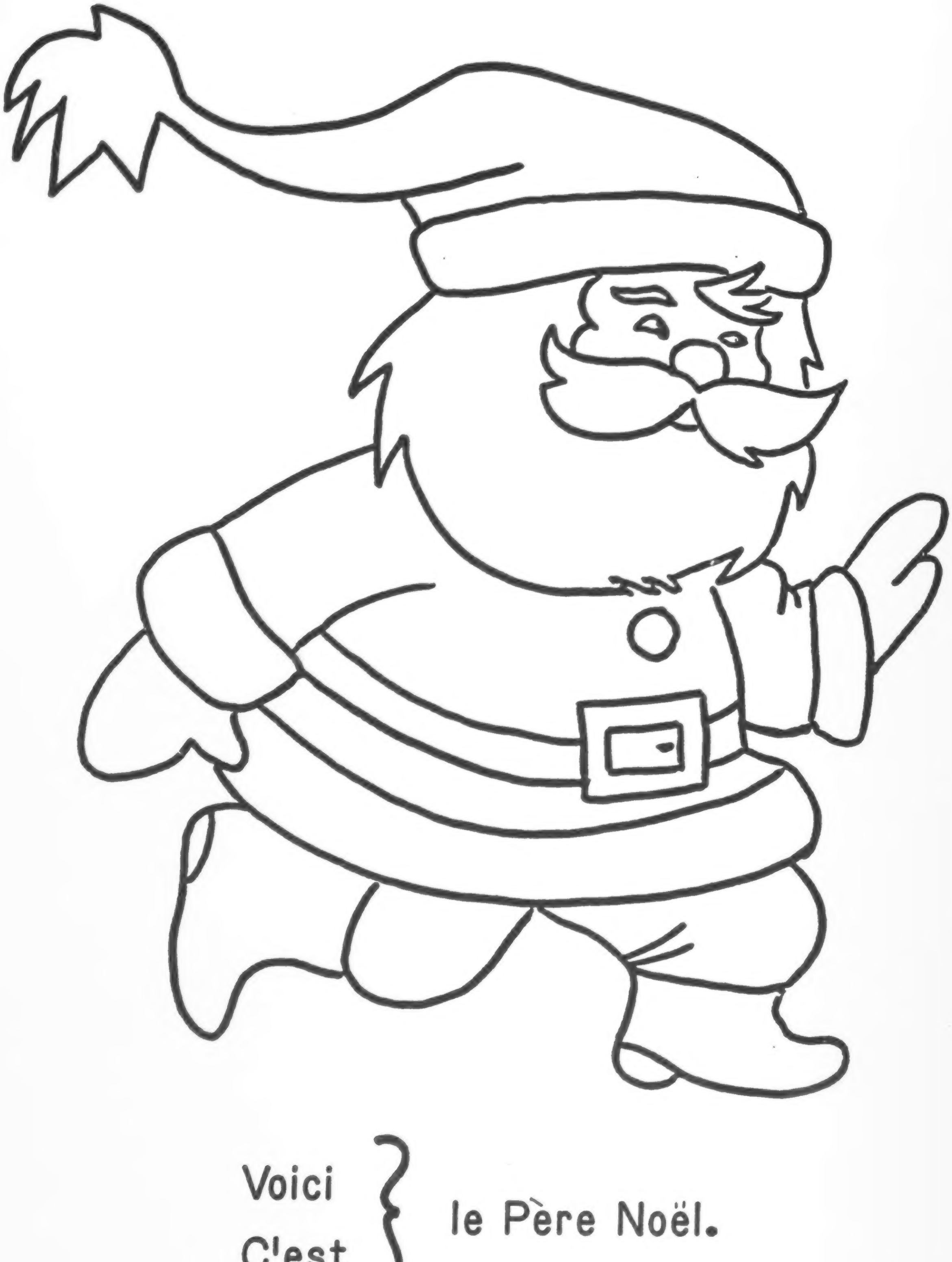


267

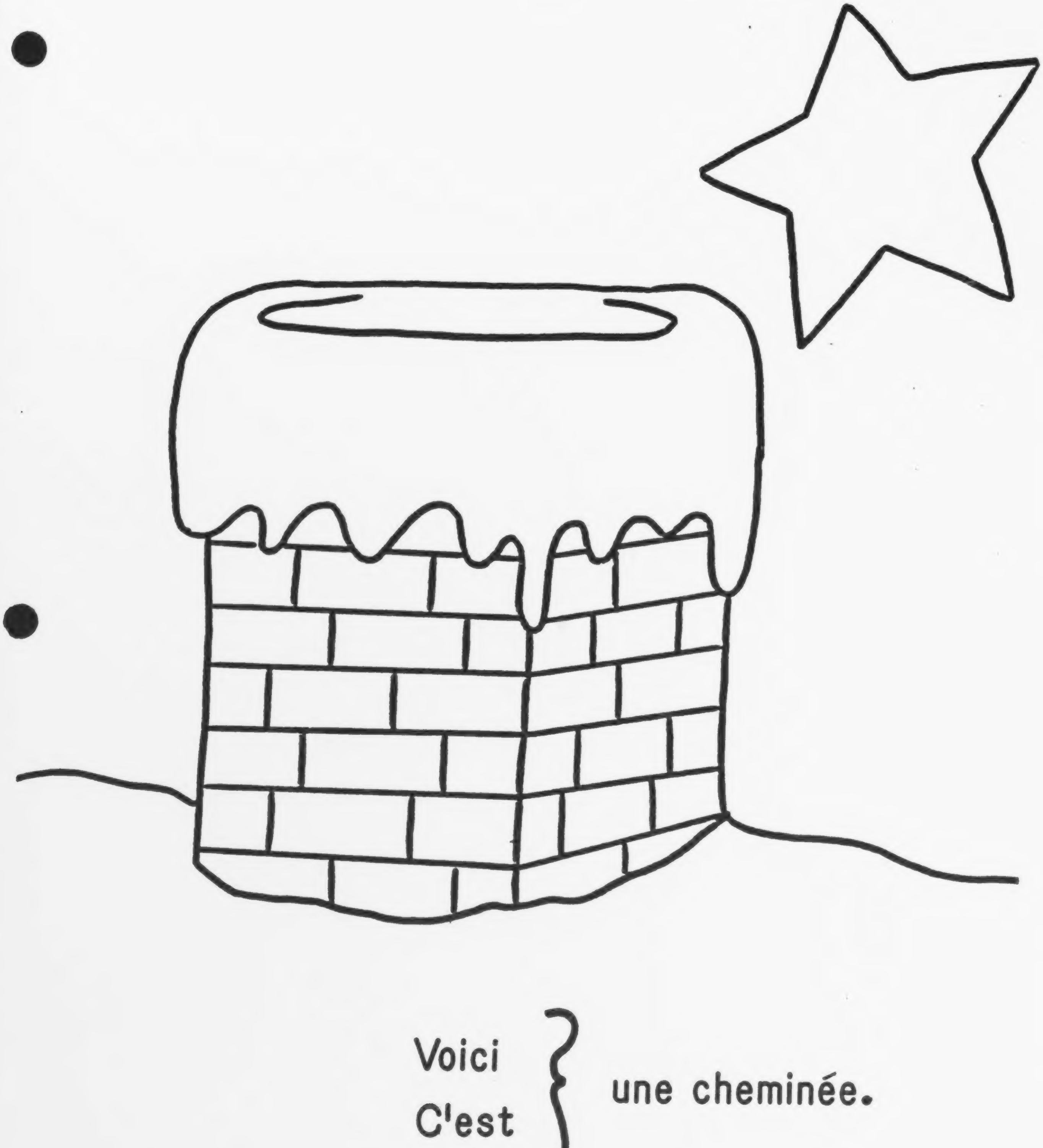
268

VISUALS

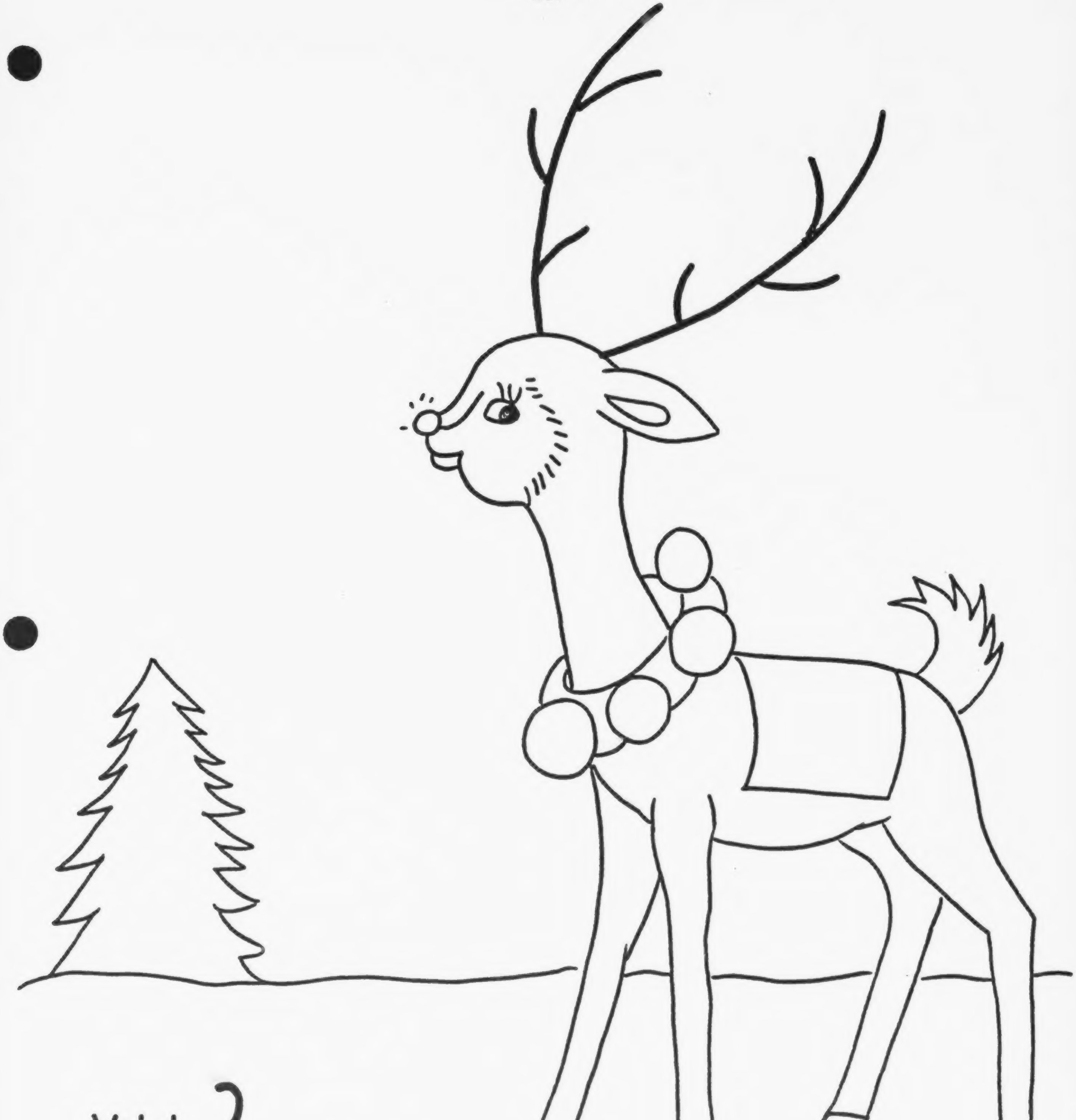

JOYEUX
NOËL
BONNE ANNÉE!



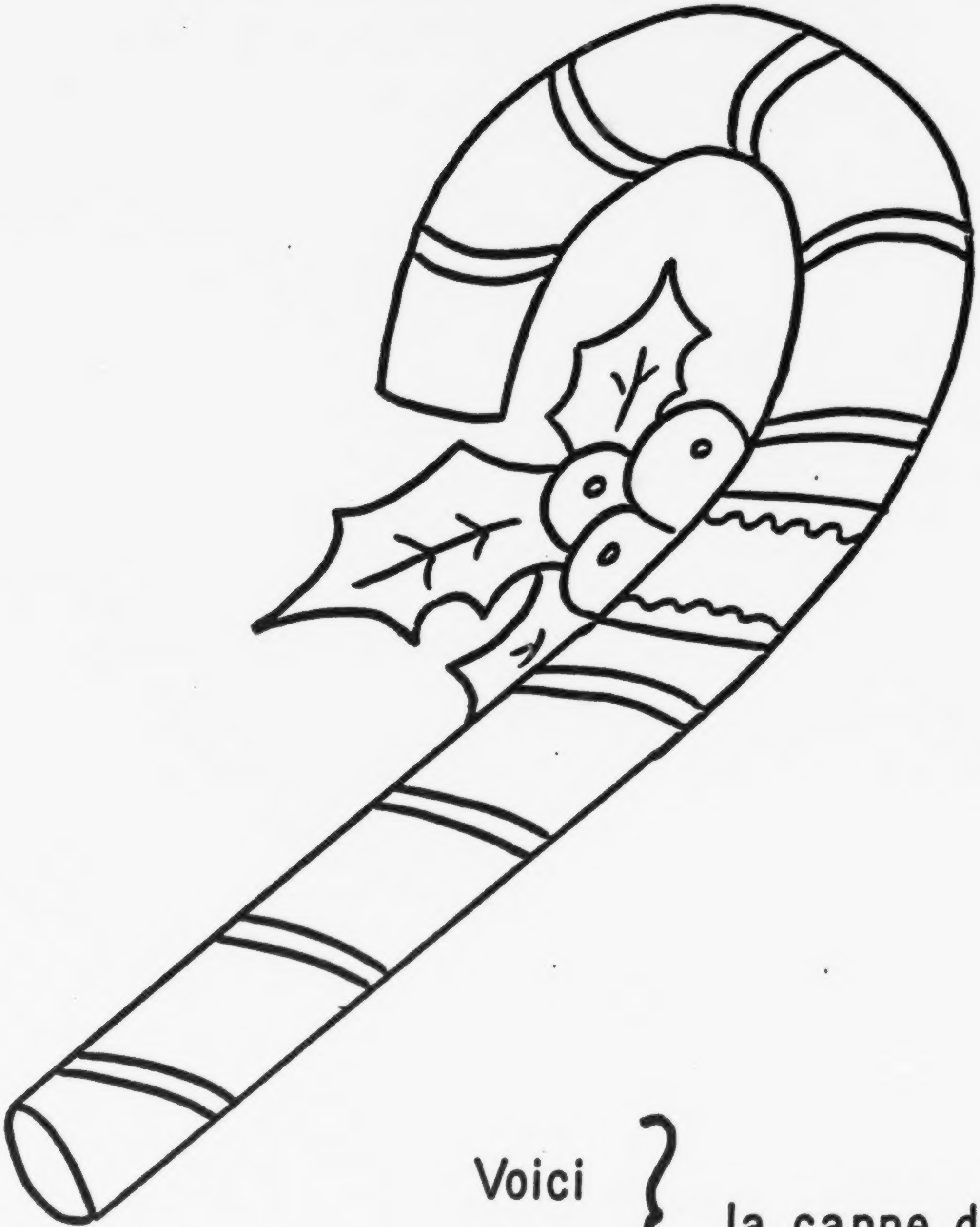
Voici } le Père Noël.
C'est }



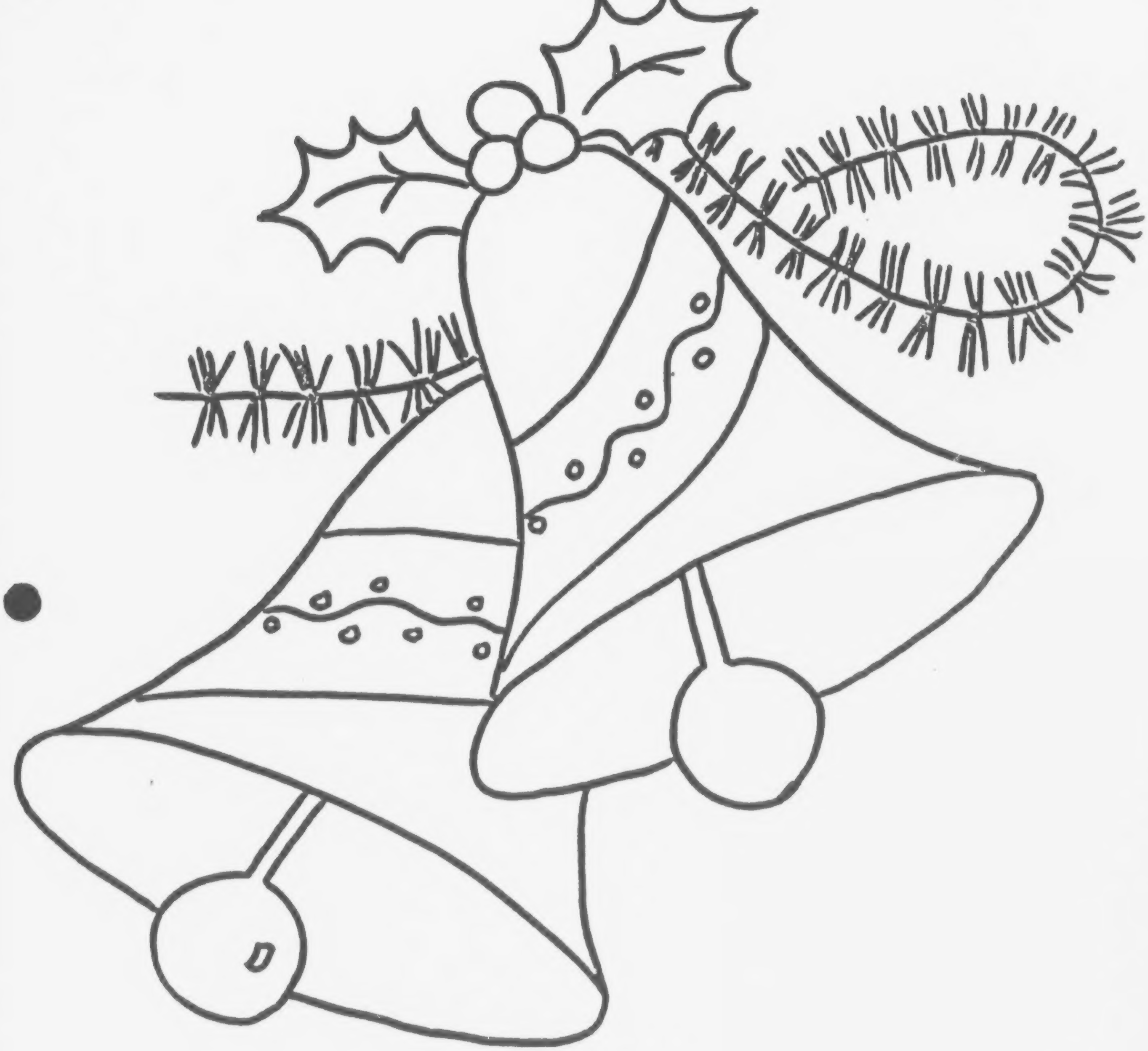
Voici }
C'est } une cheminée.



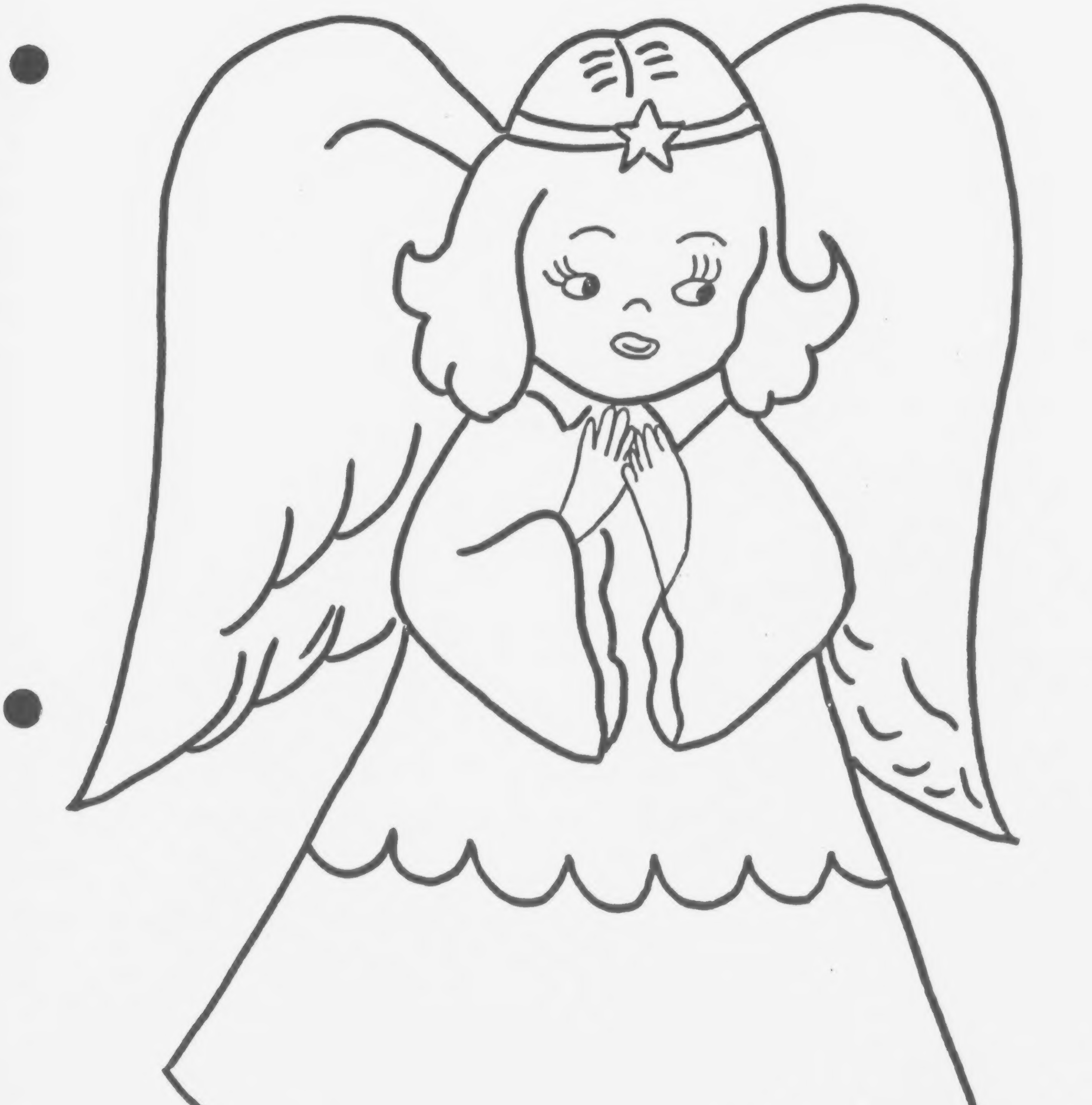
Voici } un renne.
C'est }



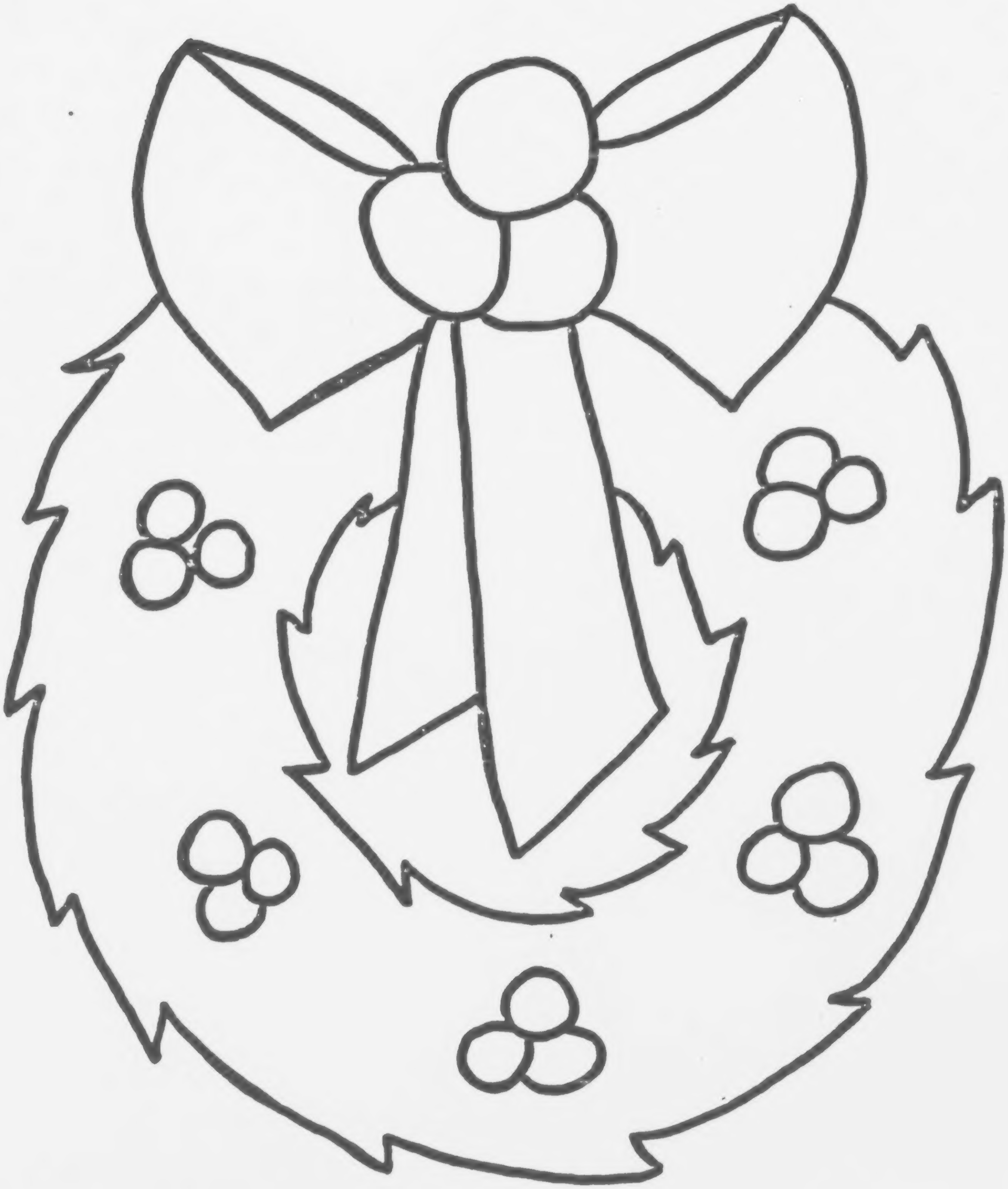
Voici } la canne de Noël.
C'est }



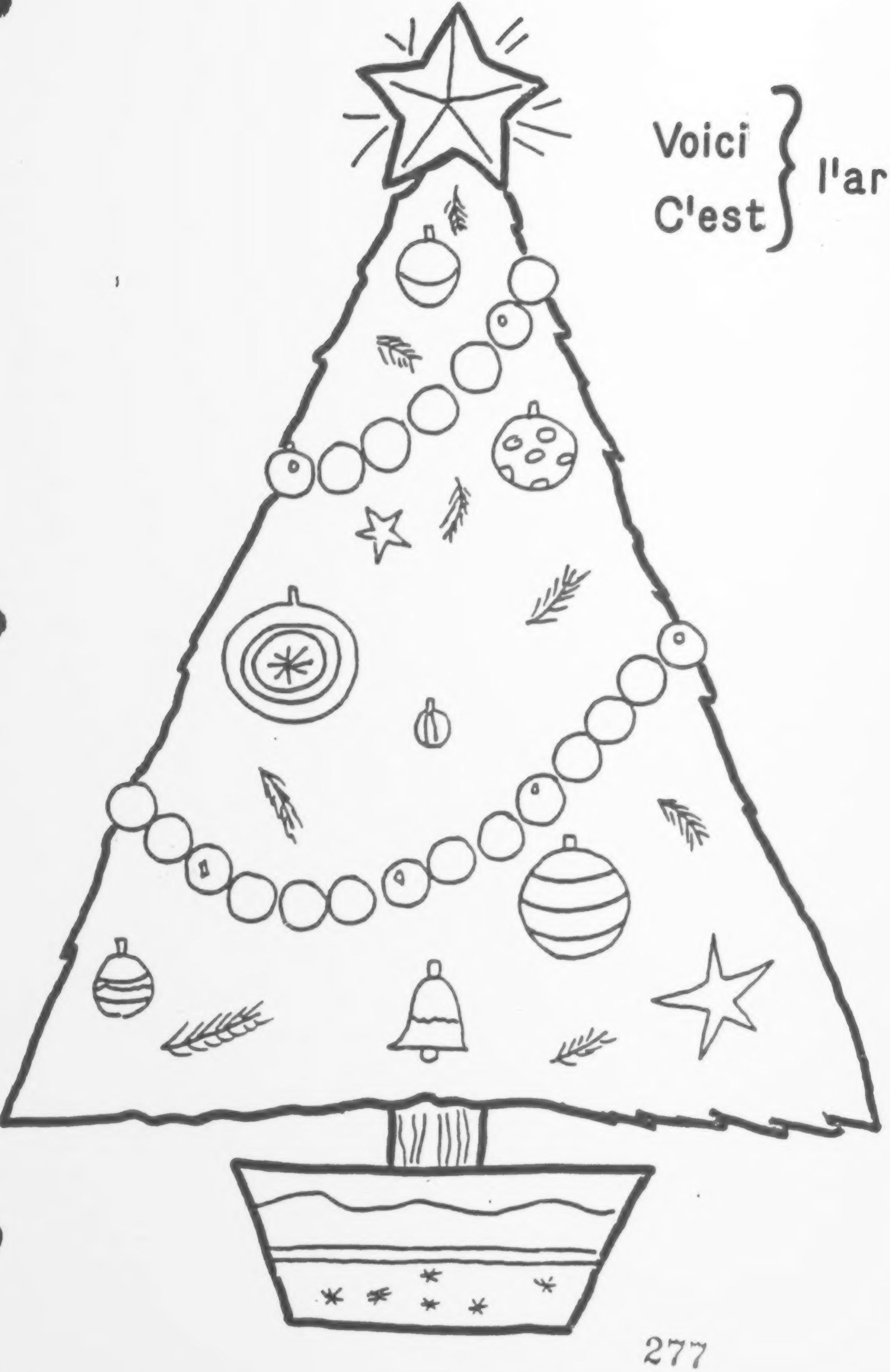
Voici } les cloches de Noël.
C'est }



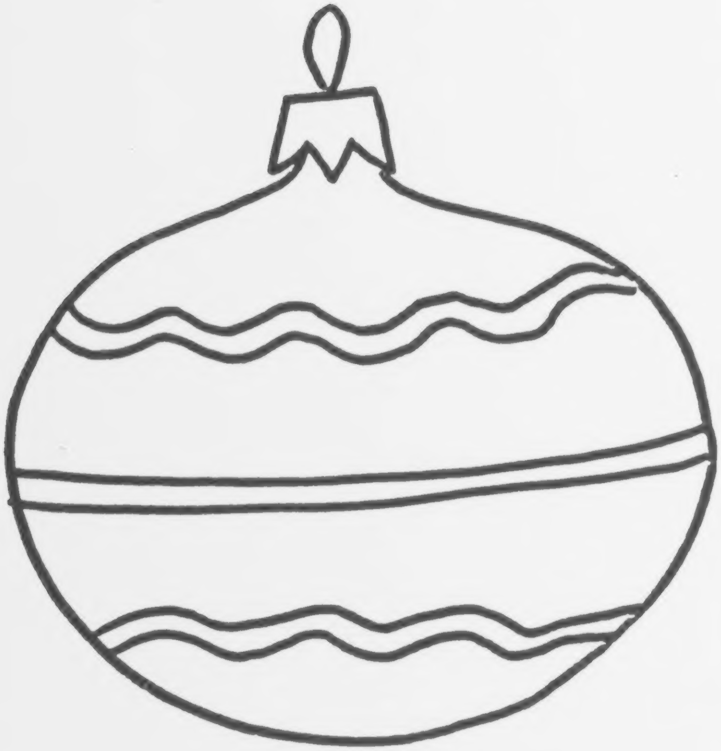
Voici } un ange.
C'est }



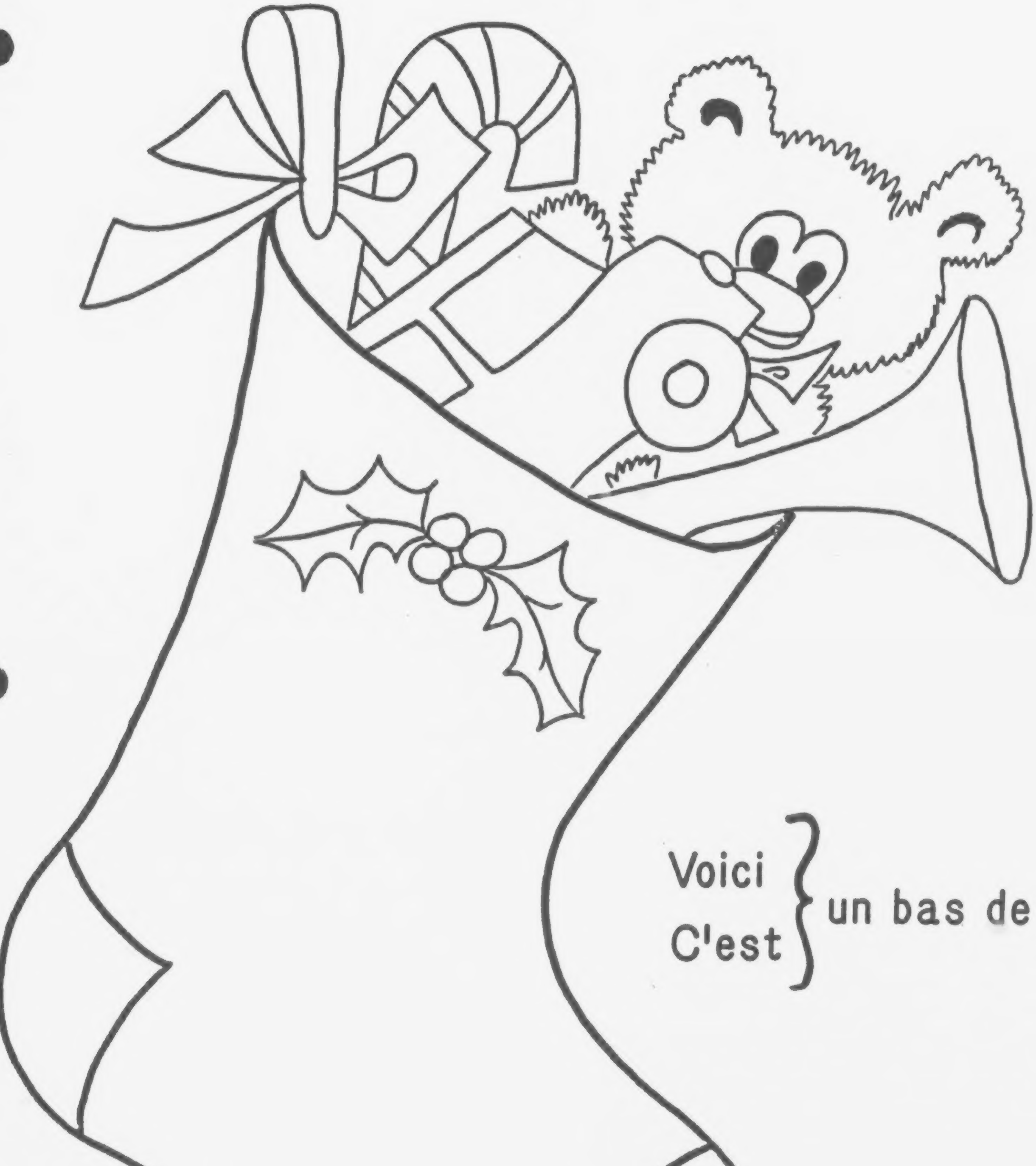
Voici } la couronne de Noël.
C'est }



Voici
C'est } l'arbre de Noël.



Voici } une boule de Noël.
C'est }



Voici } un bas de Noël.
C'est }

ACTIVITÉ

LISTENING ACTIVITY

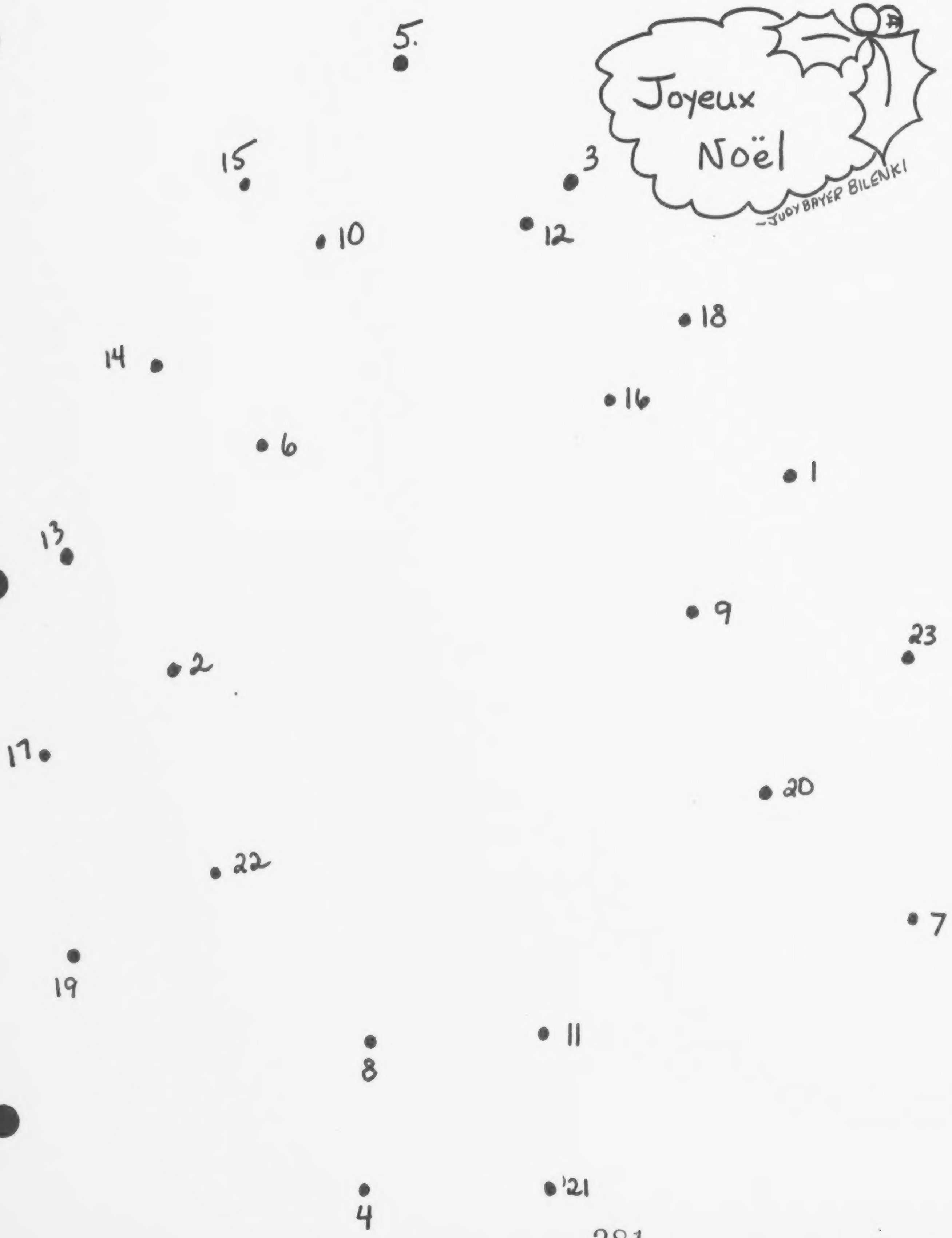
To reinforce numbers and colours within the Christmas theme.

1. Devinez

Materials needed: Distribute a copy of p. 246 to each child in the class. Each child should have a pencil and crayons.

Call out the numbers in the following order: 21, 11, 7, 20, 23, 9, 1, 16, 18, 12, 3, 5, 15, 10, 14, 6, 13, 2, 17, 22, 19, 8, 4, 21. Students are to join the numbers creating a picture of a Christmas tree. Upon completion, the students will now decorate the tree according to the teacher's instructions:

Dessinez: une cloche rouge
deux grandes boules bleues
une canne rouge et blanche
trois petites étoiles
etc...


5.
Joyeux
Noël
15
3
10
12
18
14
16
6
1
13
9
23
2
17
20
22
7
19
11
8
21
4

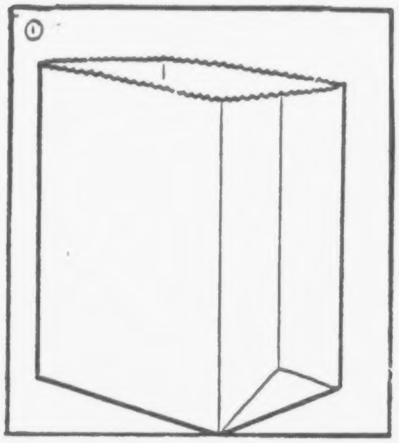
—JUDY BAYER BILENKI

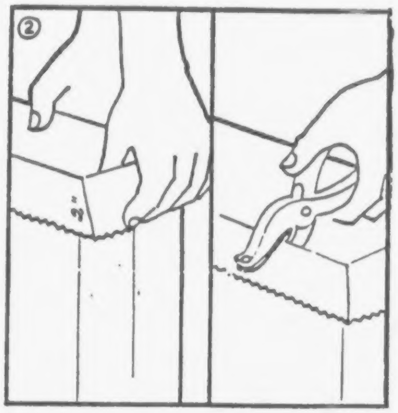
JEUX

1. Santa's Grab Bag

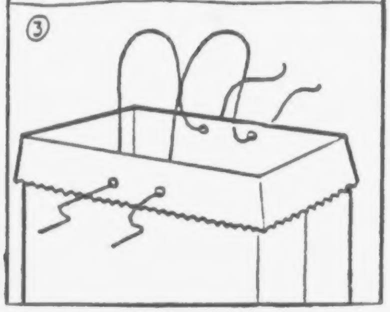
Materials needed:
- The bag prepared as shown on this page.
- Several little cards with Christmas pictures on them (i.e.: stickers of candy canes, snowmen, Christmas trees, etc...)

Each student comes forward, reaches into the bag and names his Christmas picture. If he gives the correct response. (i.e.: "C'est une canne" then he may choose the next student who will come up and continue)

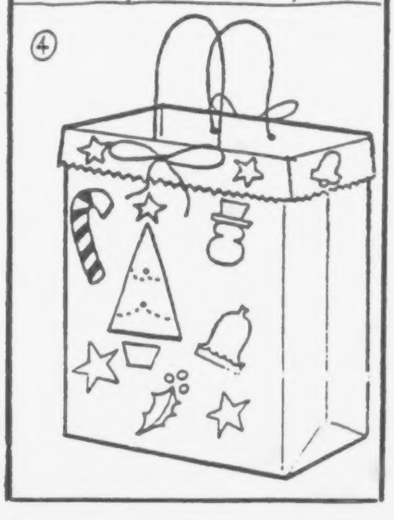




Coupe 2 bouts de corde ou de ruban d'environ 24 pouces et passe-les dans les trous. Fais 2 noeuds et puis 2 boucles.



Décore ton sac avec des étoiles, des cloches, etc...



To reinforce clothing vocabulary within a Christmas theme.

2. Habillez vite le Père Noël!

Materials needed:
- Two coloured, cut and laminated sets of the visuals on pages 249 and 250.
- Two shallow boxes or small bags.
- Thumbtacks

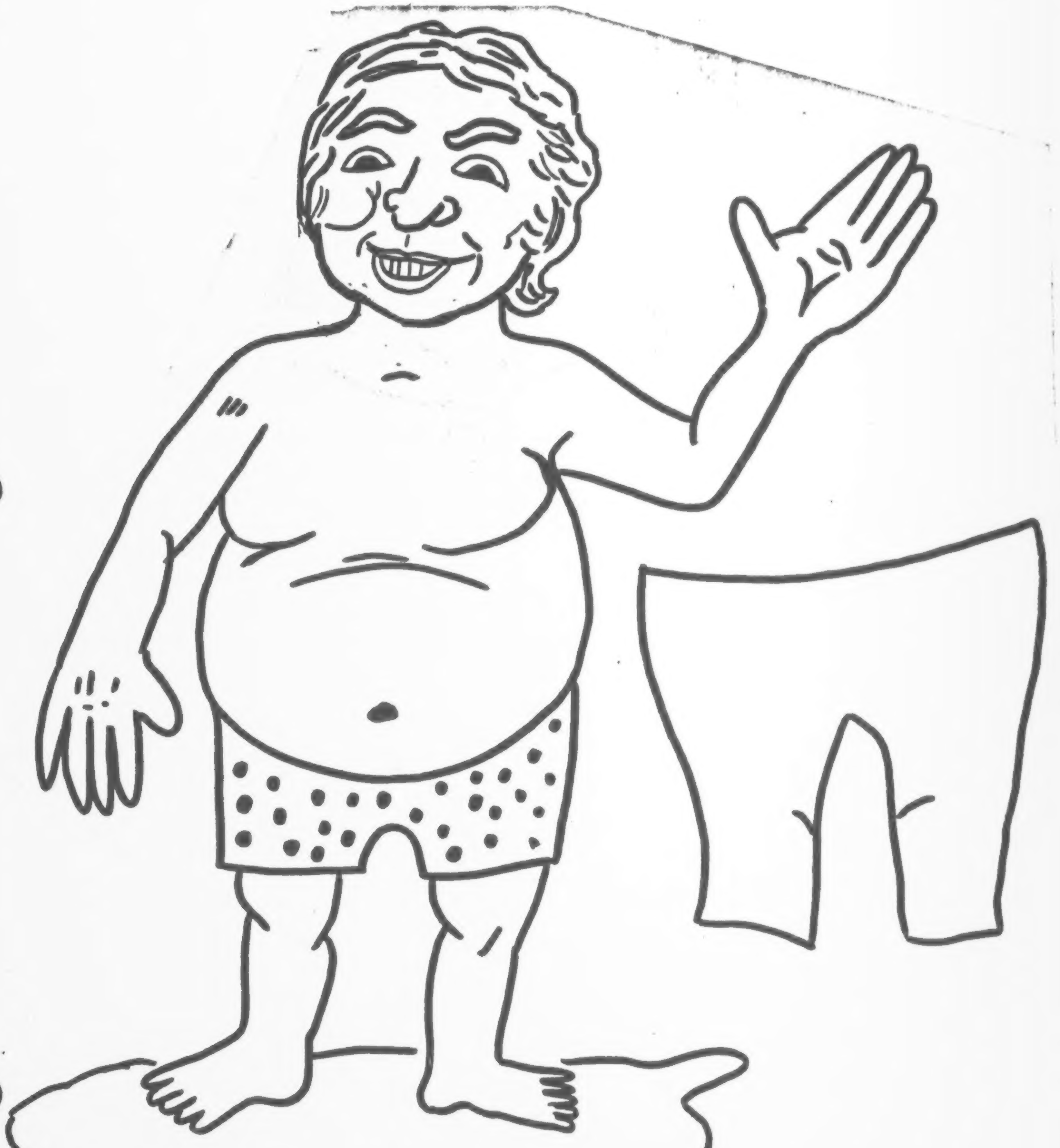
The teachers tacks 2 "Père Noël" on the bulletin board at student's eye level, then places one set of clothing in each box. Both boxes are near the bulletin board on either side of the "Père Noël". Have two lines of students facing their "Père Noël". When the teacher says "Attention, à vos place . . . ALLEZ!", the first students must rush to their respective boxes remove any article of clothing from the box and tack it on "Père Noël". Then they rush to the back of the line after tapping the second student's hand. Now students #2 must continue the relay. The first team to dress "Père Noël" (quietly) is the winner.

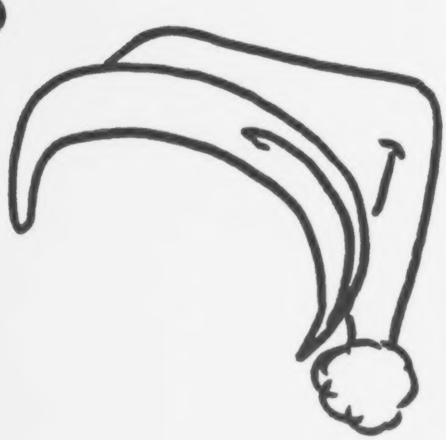
If time permits, the winning team members must name the article of clothing that they placed on the "Père Noël".

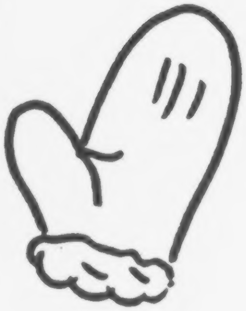
Example: Il porte... une écharpe.
une botte.
une ceinture.
une tuque.
un manteau.
une barbe et une moustache.
un pantalon.
une mitaine.

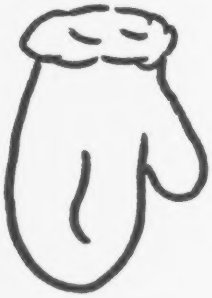
JEUX

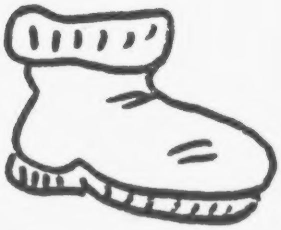
Habillez vite le Père Noël

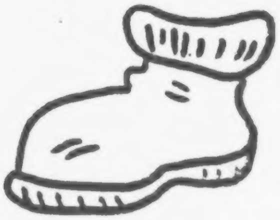


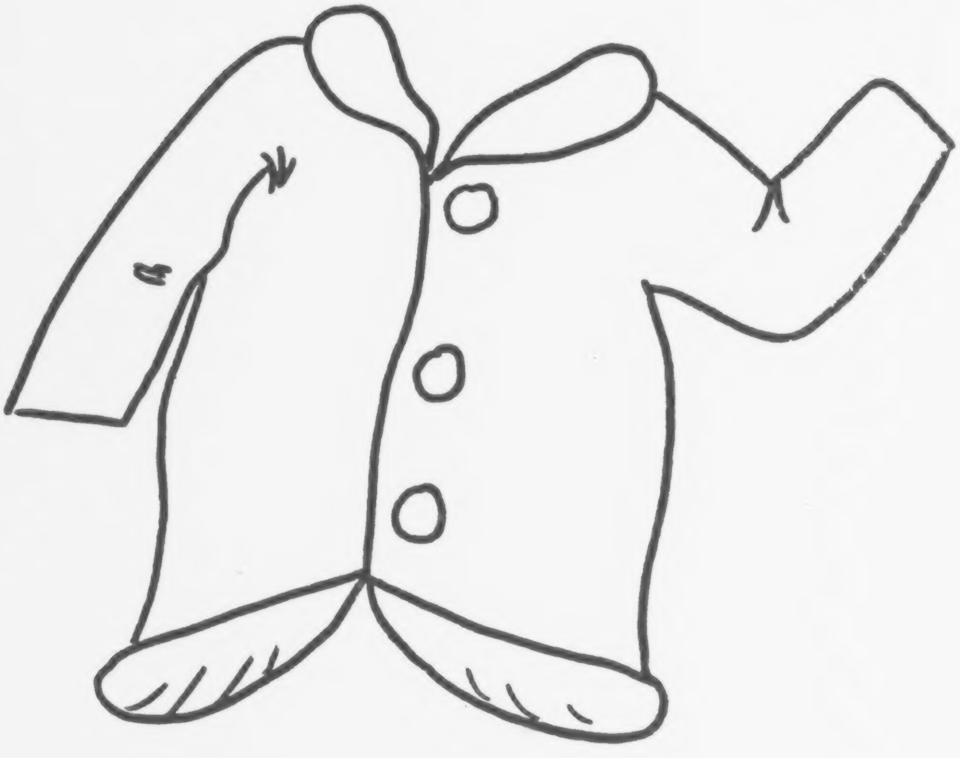


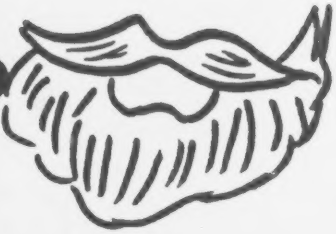


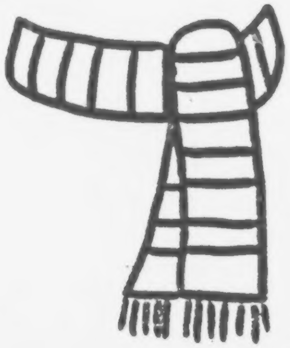


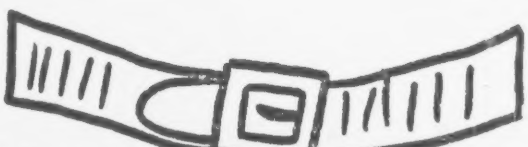












To practice Christmas vocabulary

3. TIC TAC TOE NOËL

Materials needed: - a tic tac toe grid on the board

1	2	3
4	5	6
7	8	9

- Flashcards (pages 226 - 244) displayed on the board ledge

Divide the class into two teams (e.g. les lutins vs les rennes)

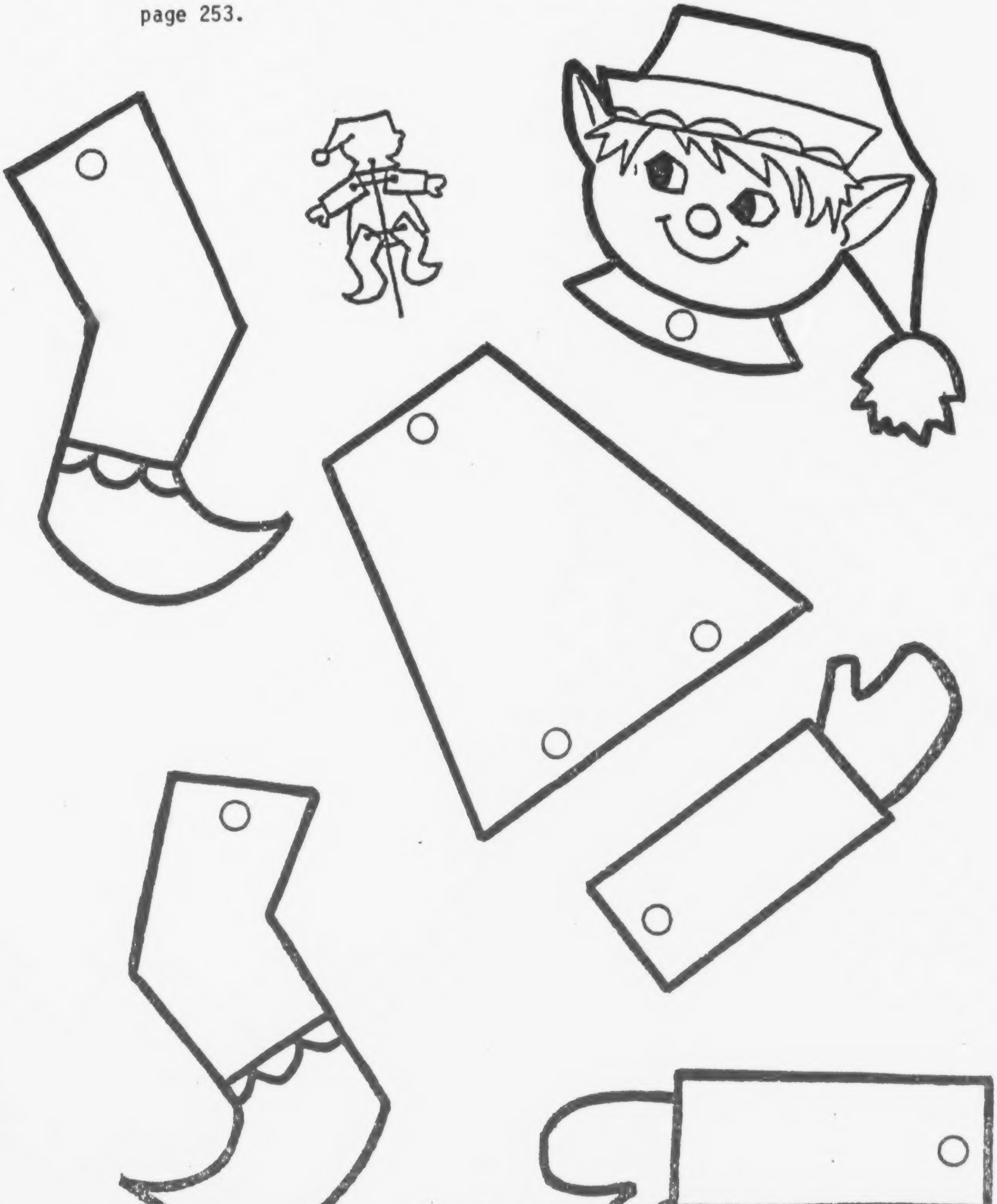
- A student from "les lutins" comes to the board and chooses a flashcard which he must identify correctly. If he is correct he may pick the square of his choice by saying (e.g. "Numéro 3, s'il vous plaît." The teacher and the student will put an "L" (for lutin) in box # 3.
- The flashcard is then removed from the board ledge.
- The second team continues and if correct places an "R" (for rennes) in the chosen box.

The first team to have three boxes in a row in any direction wins, or the team to get the most letters (L's or R's) wins.

(To determine which team goes first, use the comptine "AM STRAM GRAM" or "UNE MINE MANE MO" (see beginning of guide).

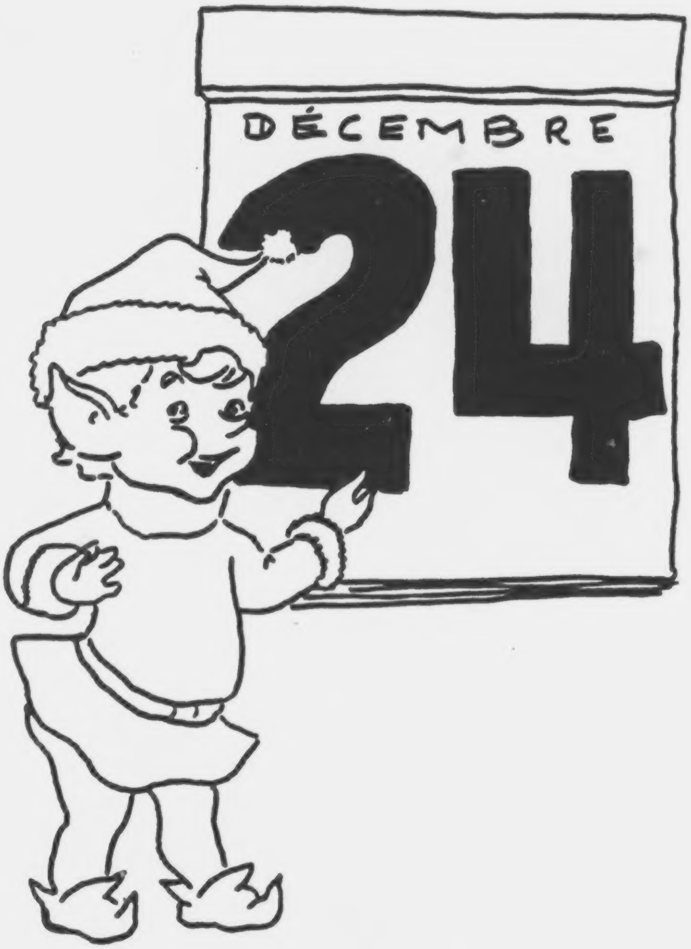
LE PETIT LUTIN DU PÈRE NOËL

May be used as a visual for the conte "Le Père Noël se prépare" on page 253.

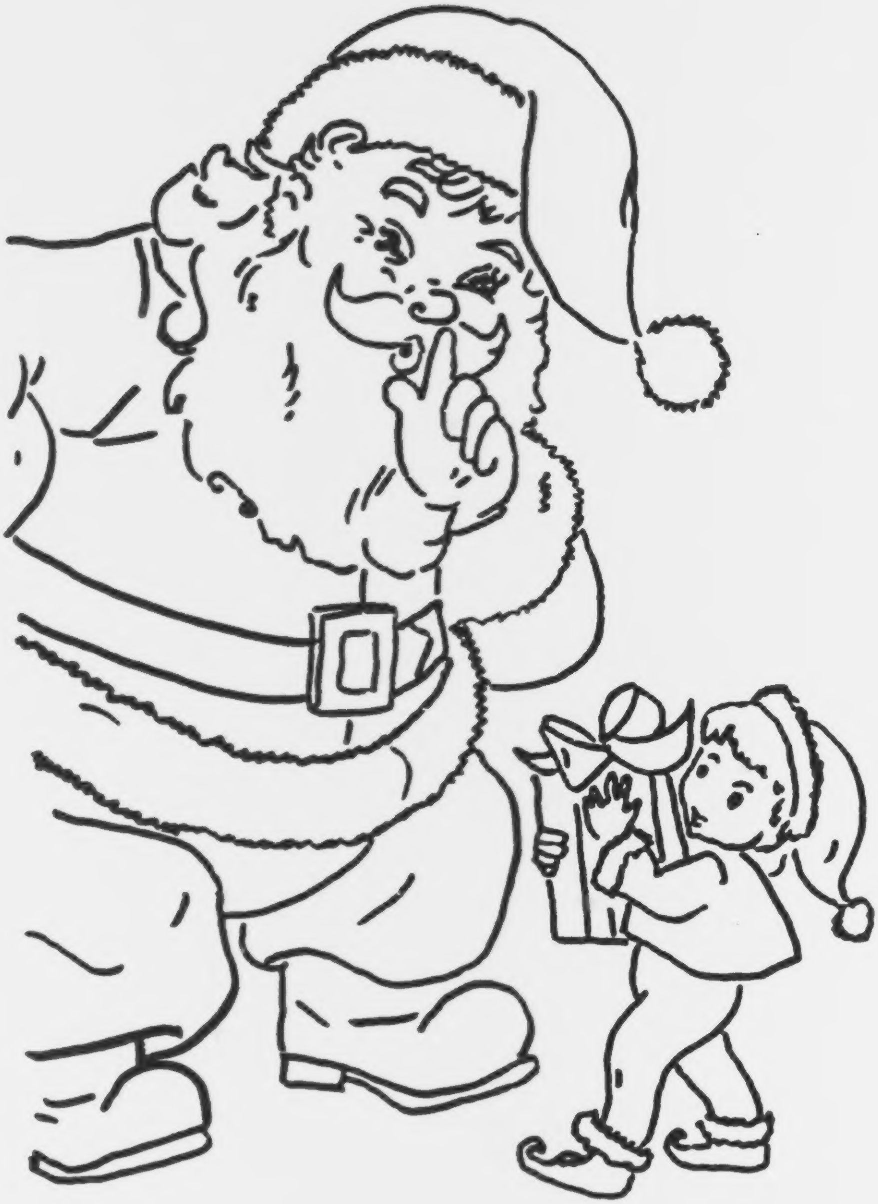


CONTE

LE PÈRE NOËL SE PRÉPARE

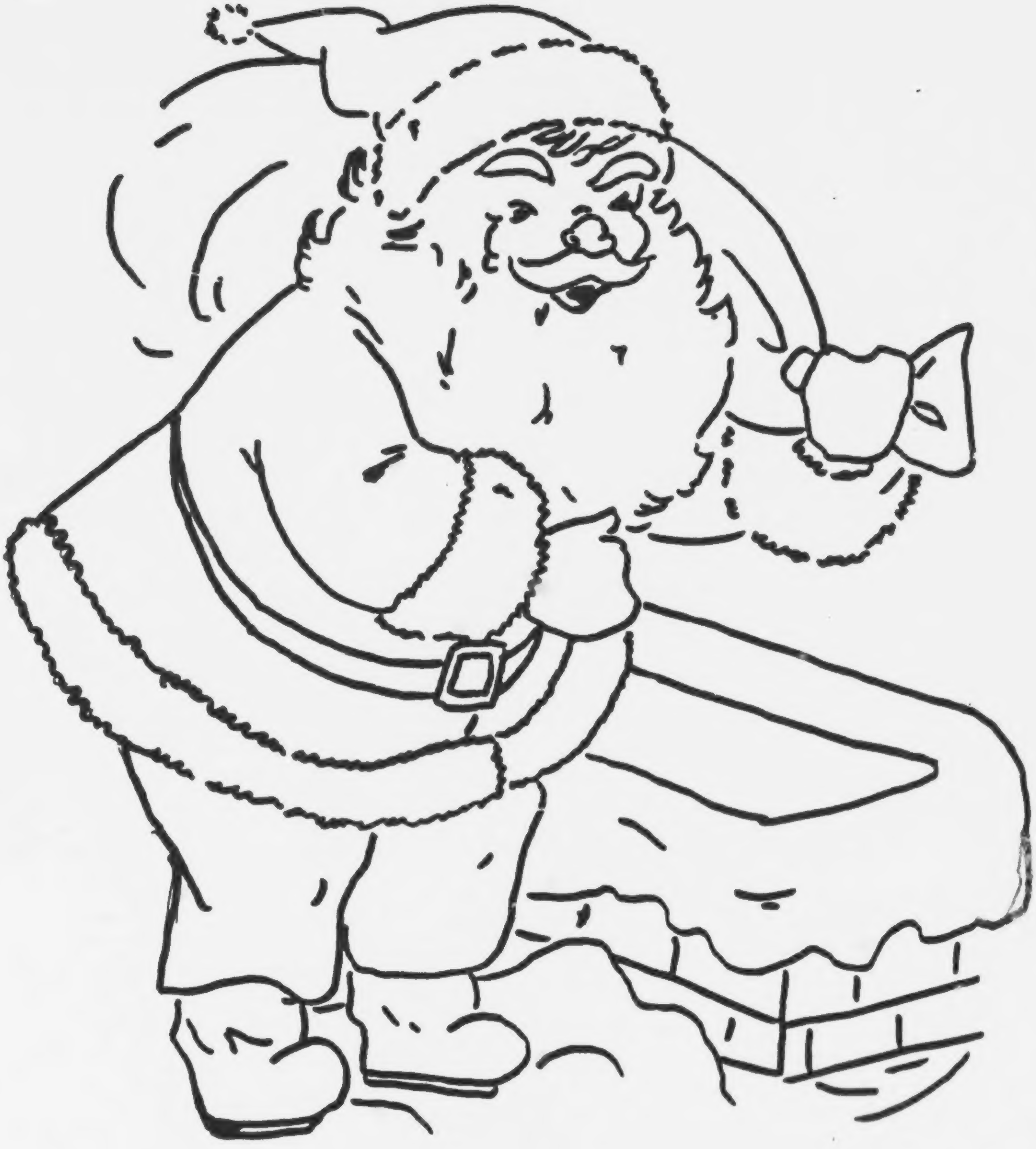

DÉCEMBRE
24

Oh, regardez! C'est le 24 décembre. Demain, c'est Noël!

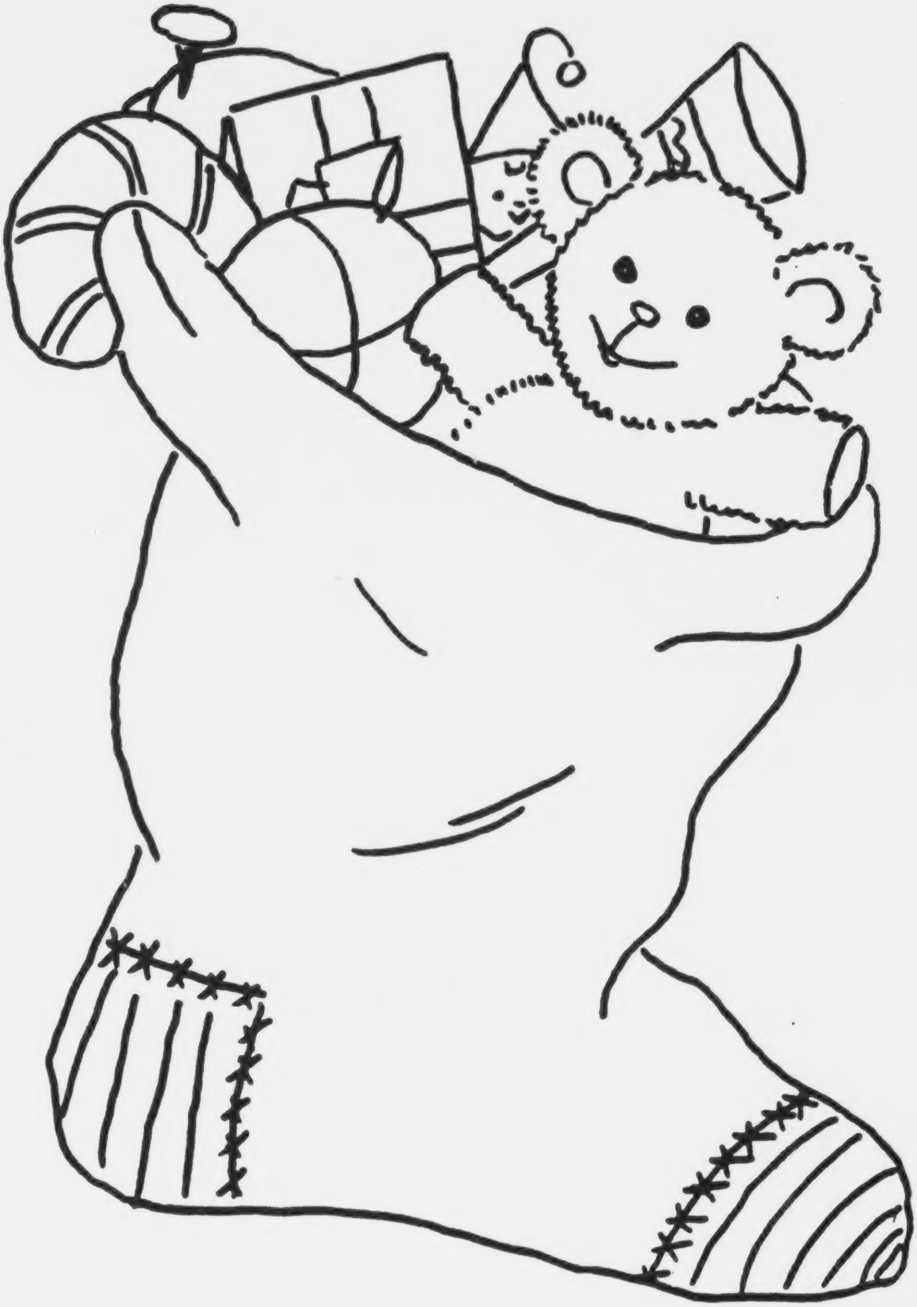


Voici le Père Noël et le petit lutin. Ils préparent les cadeaux de Noël.

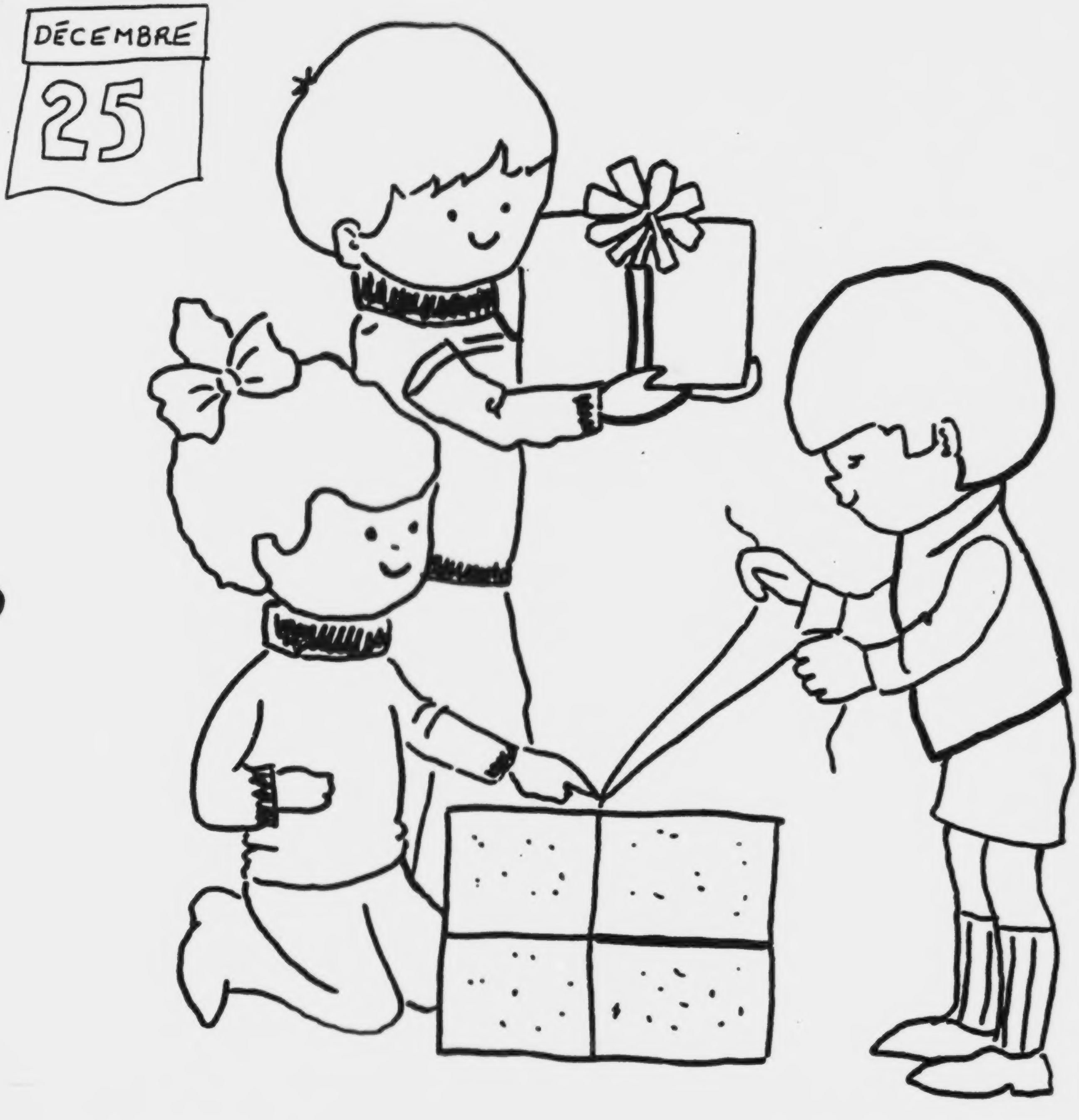
- "Bon voyage, Père Noël" dit le petit lutin.



Voilà le Père Noël avec son sac de cadeaux. Il entre par la cheminée.



Père Noël met les jouets dans le bas de Noël.


DÉCEMBRE
25

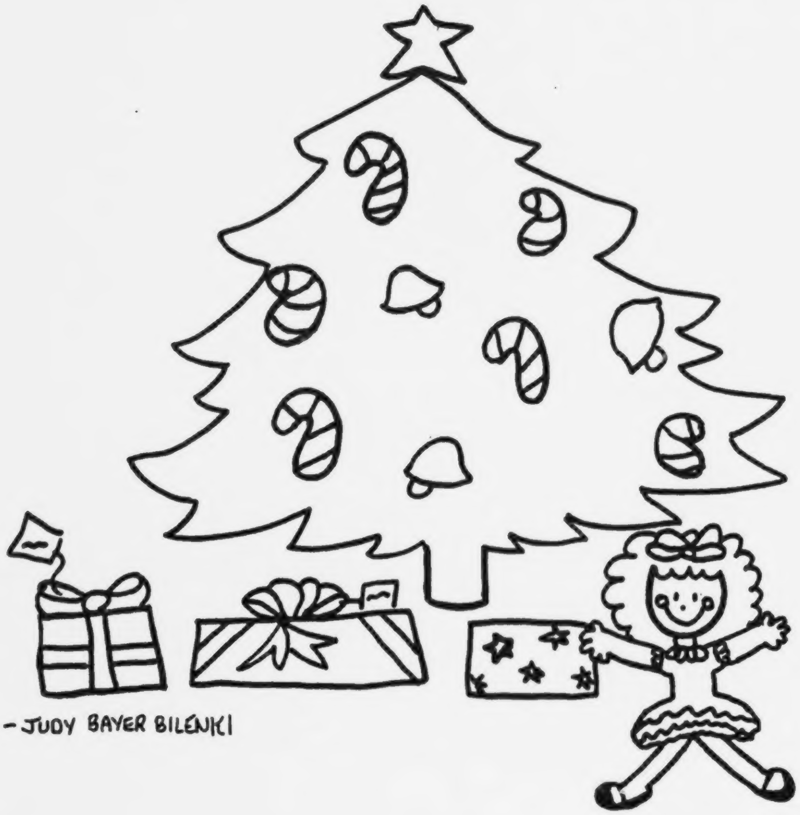
Aujourd'hui, c'est Noël. Les enfants sont heureux! Quels cadeaux magnifiques! Merci, Père Noël!

SCÈNETTE - (CONTE)

1. L'arbre de Noël

Personnages: Marie, Pierre. Marie et Pierre entrent dans le salon.

Marie: Bonjour, Pierre. Joyeux Noël!
Pierre: Joyeux Noël, Marie.
Marie: Regarde l'arbre de Noël!
Pierre: Oh, c'est un grand arbre.
Marie: Et regarde les jouets sous l'arbre. Oh, voici une poupée pour moi.
Pierre: Et voici un train pour moi.
Marie: Oh, les boîtes, Pierre! Regarde la boîte jaune! C'est un cadeau pour Papa?
Pierre: Non, Marie. C'est un cadeau de Noël pour Maman. Donne-moi une canne et la cloche en chocolat, s'il te plaît.
Marie: Voici une canne--et voici Maman et Papa.
Marie et Pierre: Joyeux Noël, Maman et Papa.



-JUDY BAYER BILENKI

JANVIER

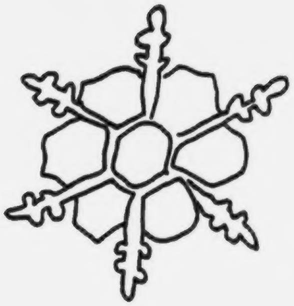
Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. L'hiver
2. Les vêtements

L'HIVER



2e année

COMPTINES

1. La neige

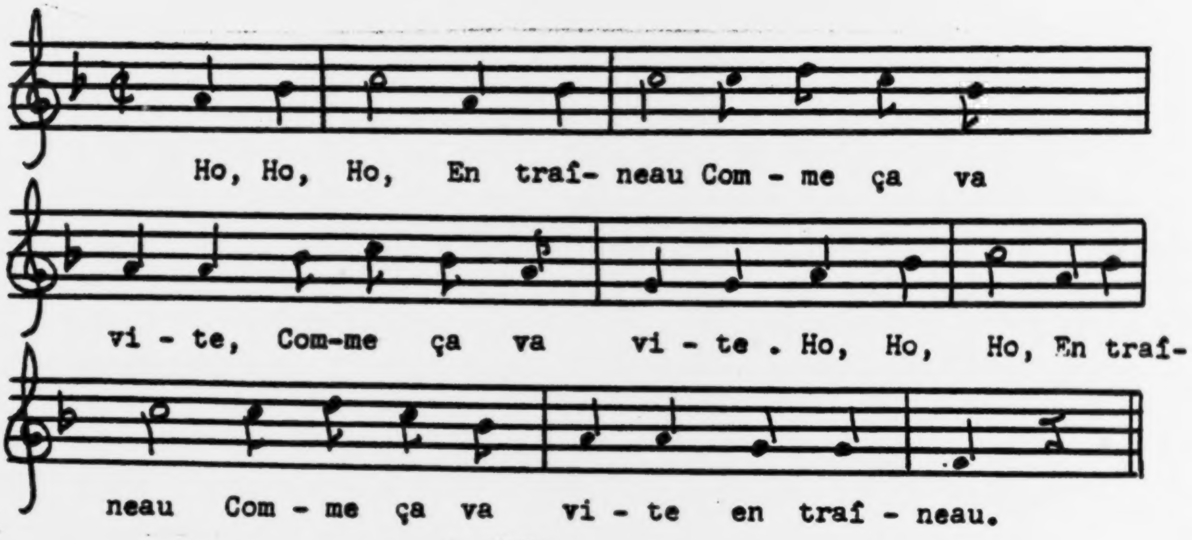
Ah! La belle neige blanche
Que c'est beau, que c'est beau.
Allons glisser dimanche
Avec mon beau traîneau!

2. Flocons

Petits flocons
Petits flocons
Posez-vous doucement
Sur mes cheveux et
Sur mon front.

CHANSONS

1. En traîneau (Reminder: the letter "h" is not pronounced in French)


Ho, Ho, Ho, En traî- neau Com - me ça va
vi - te, Com-me ça va vi - te . Ho, Ho, Ho, En traî-
neau Com - me ça va vi - te en traî - neau.

2. J'aime l'hiver
(To the tune of: Jingle Bells)

C'est l'hiver, c'est l'hiver
Il neige, il fait froid.
J'aime l'hiver, j'aime l'hiver
J'aime le bonhomme de neige.

3. Voici comment je fais du ski
(To the tune of: This is the Way We...)

Voici comment je fais du ski
Fais du ski, fais du ski
Voici comment je fais du ski
Le samedi matin.

Voici comment je patine
Je patine, je patine
Voici comment je patine
Le samedi matin.

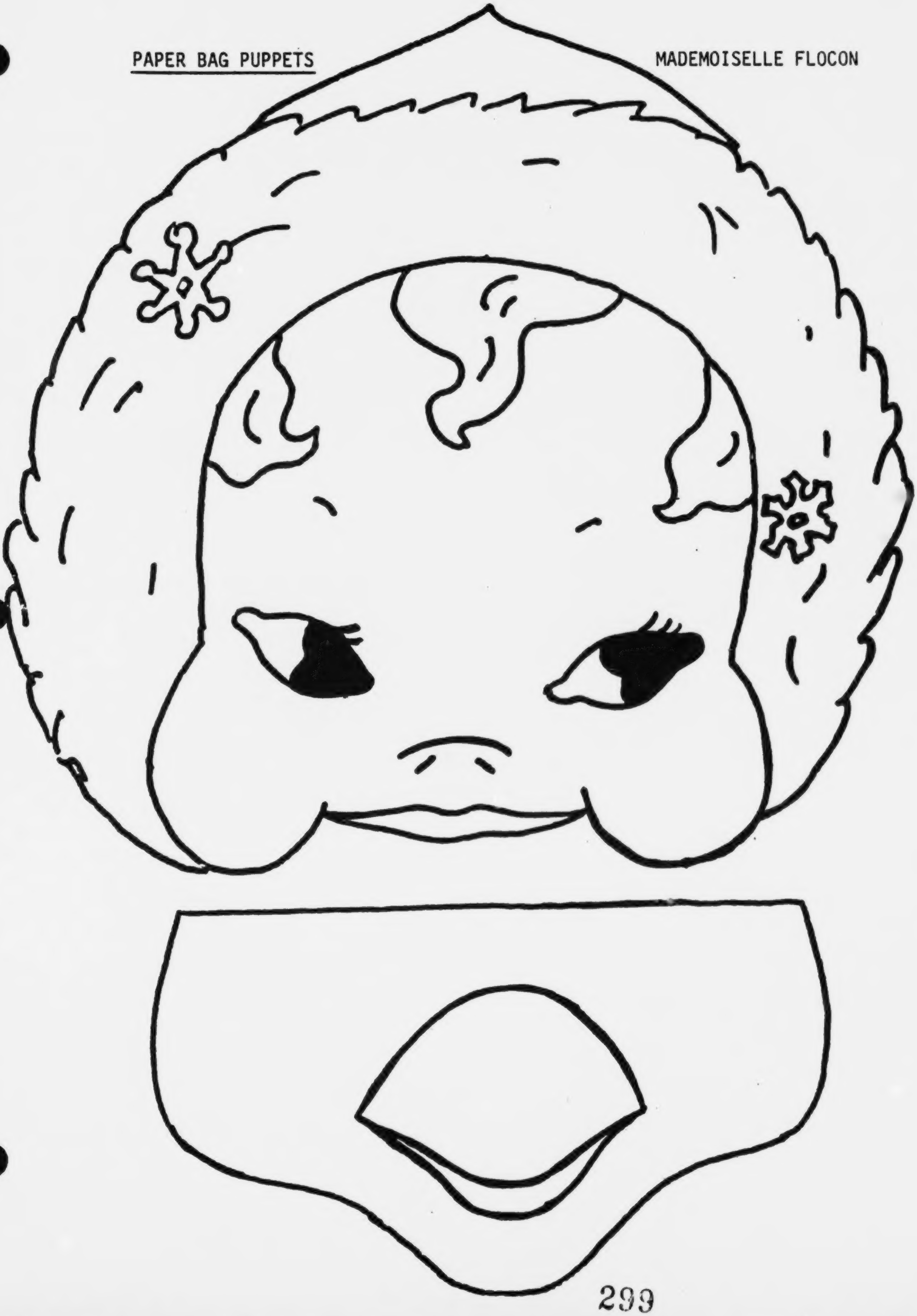
4. Mademoiselle Flocon et Monsieur Givre

(To the tune of: Frêre Jacques)

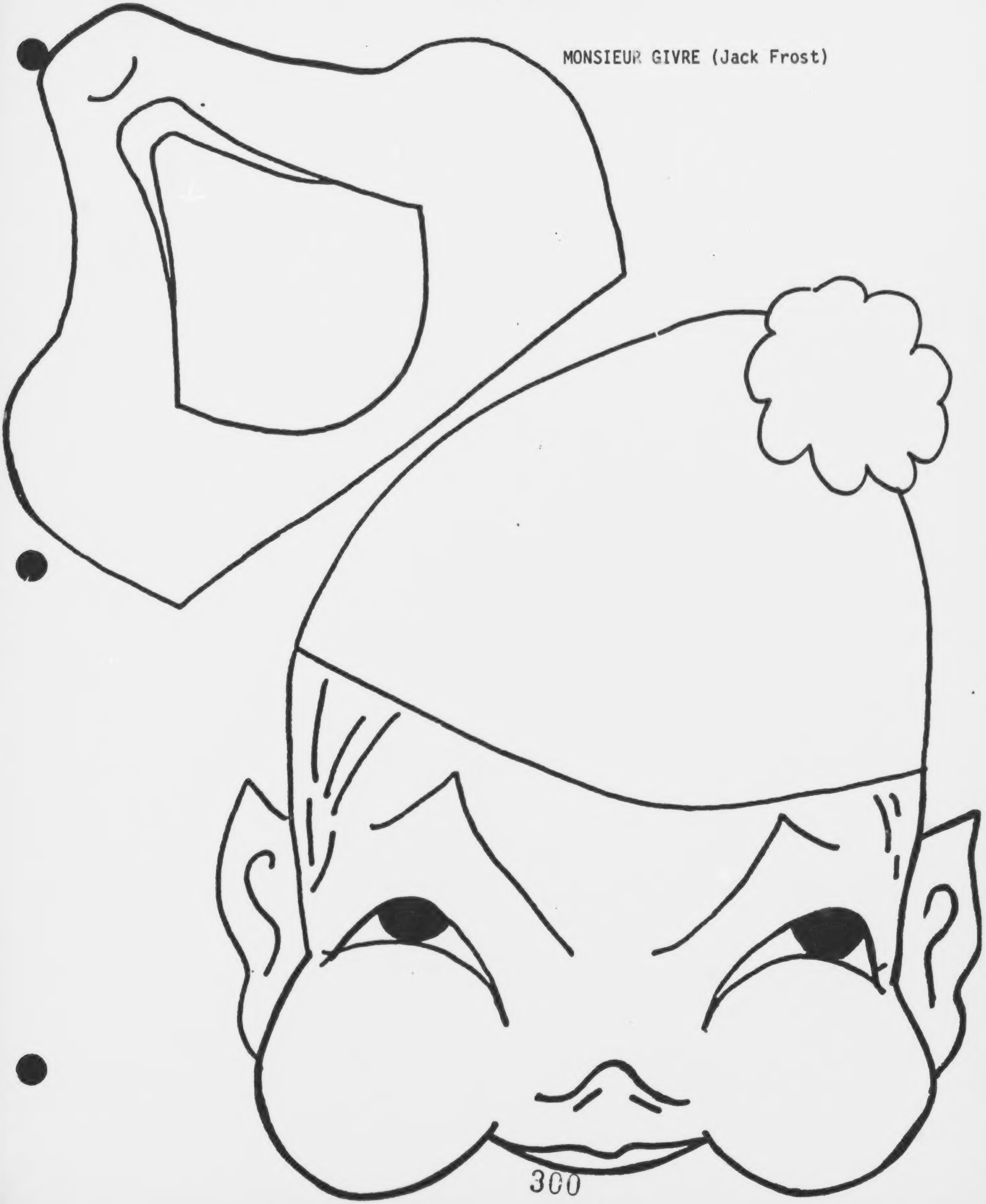
Mademoiselle Flocon
Mademoiselle Flocon
Oũ est-tu?
Oũ est-tu?
Je suis sous la neige
Je suis sous la neige
Toute blanche
Toute blanche

Monsieur Givre
Monsieur Givre
Que fais-tu?
Que fais-tu?
Je suis sur les branches
Je suis sur les branches
Belles et blanches
Belles et blanches

* Use the visuals on pages 264 and 265 to make this more amusing.



MONSIEUR GIVRE (Jack Frost)



ACTIVITÉ

1. Frosty le bonhomme de neige

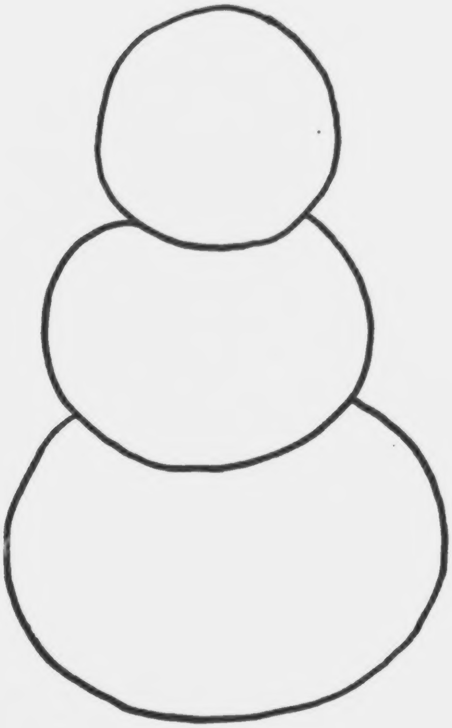
To reinforce bodyparts and clothing.

Materials needed: blackboard and chalk

The teacher will call the students one by one to come to the board and draw what is indicated.

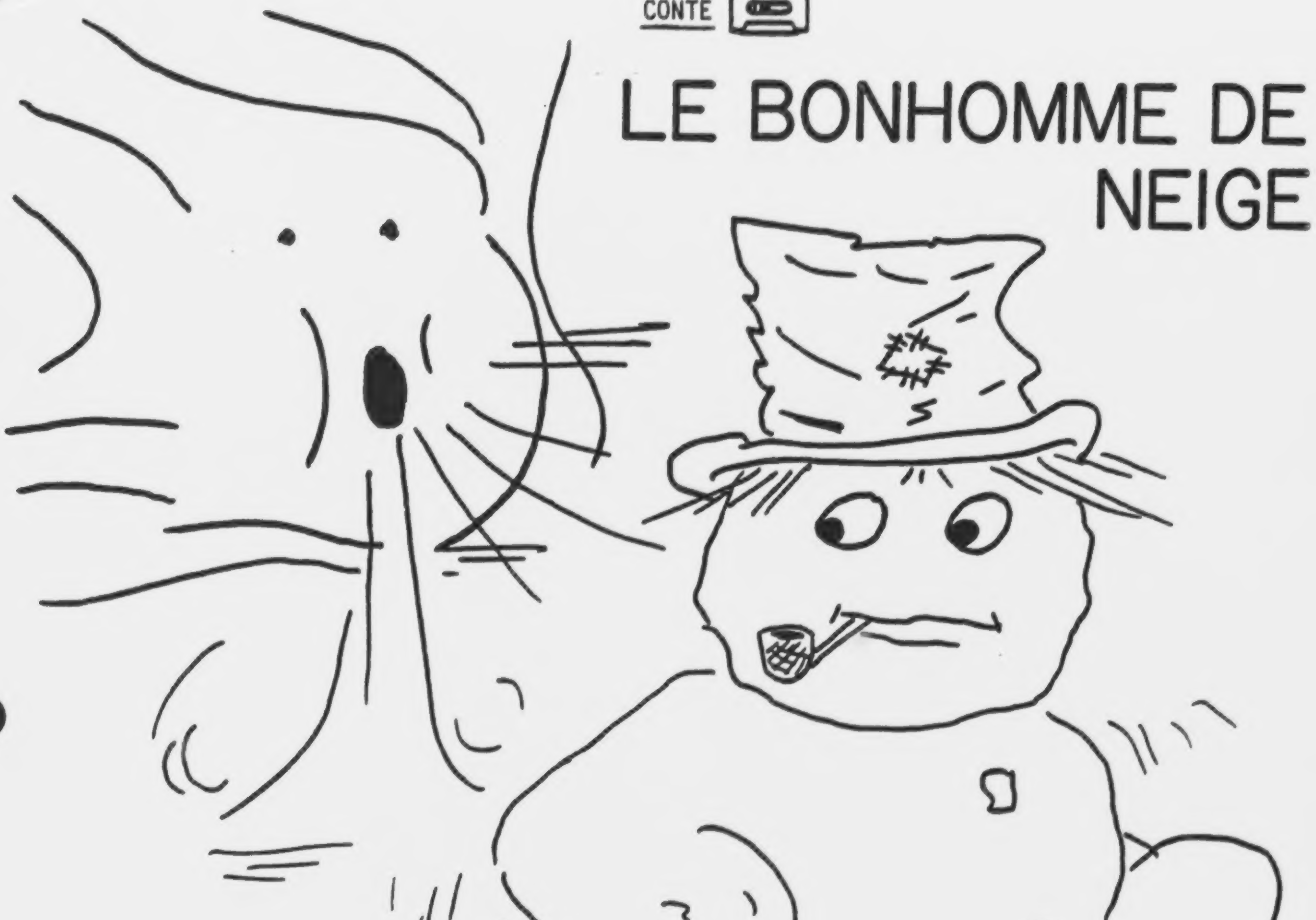
For example: Viens ici.

Dessine: trois grandes boules (student #1)
les yeux (student #2)
le nez
la bouche
une écharpe
un chapeau
des mitaines
des bottes
une pipe) use actions to
un balai) aid comprehension
un bouton/des boutons
etc....

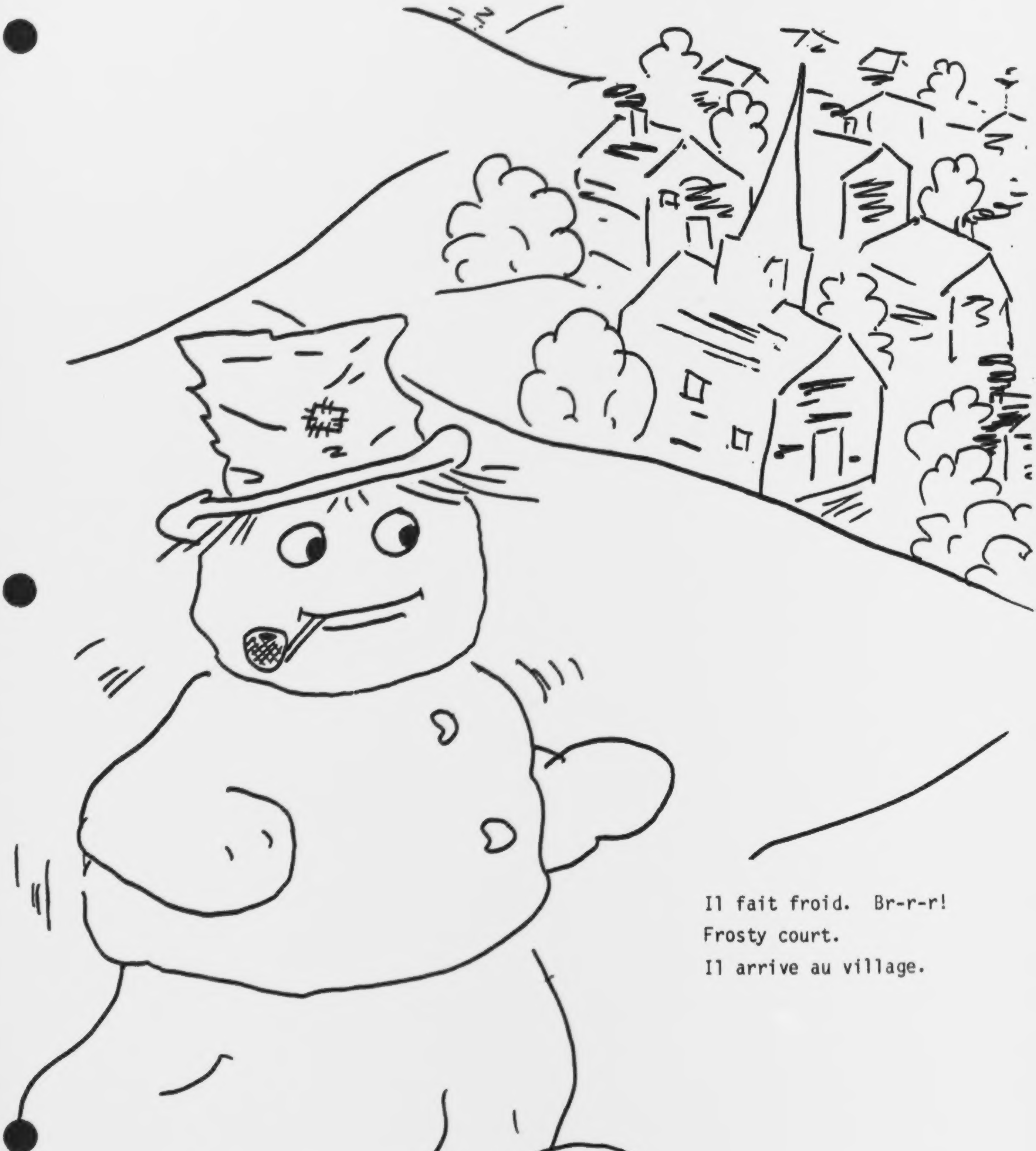


CONTE

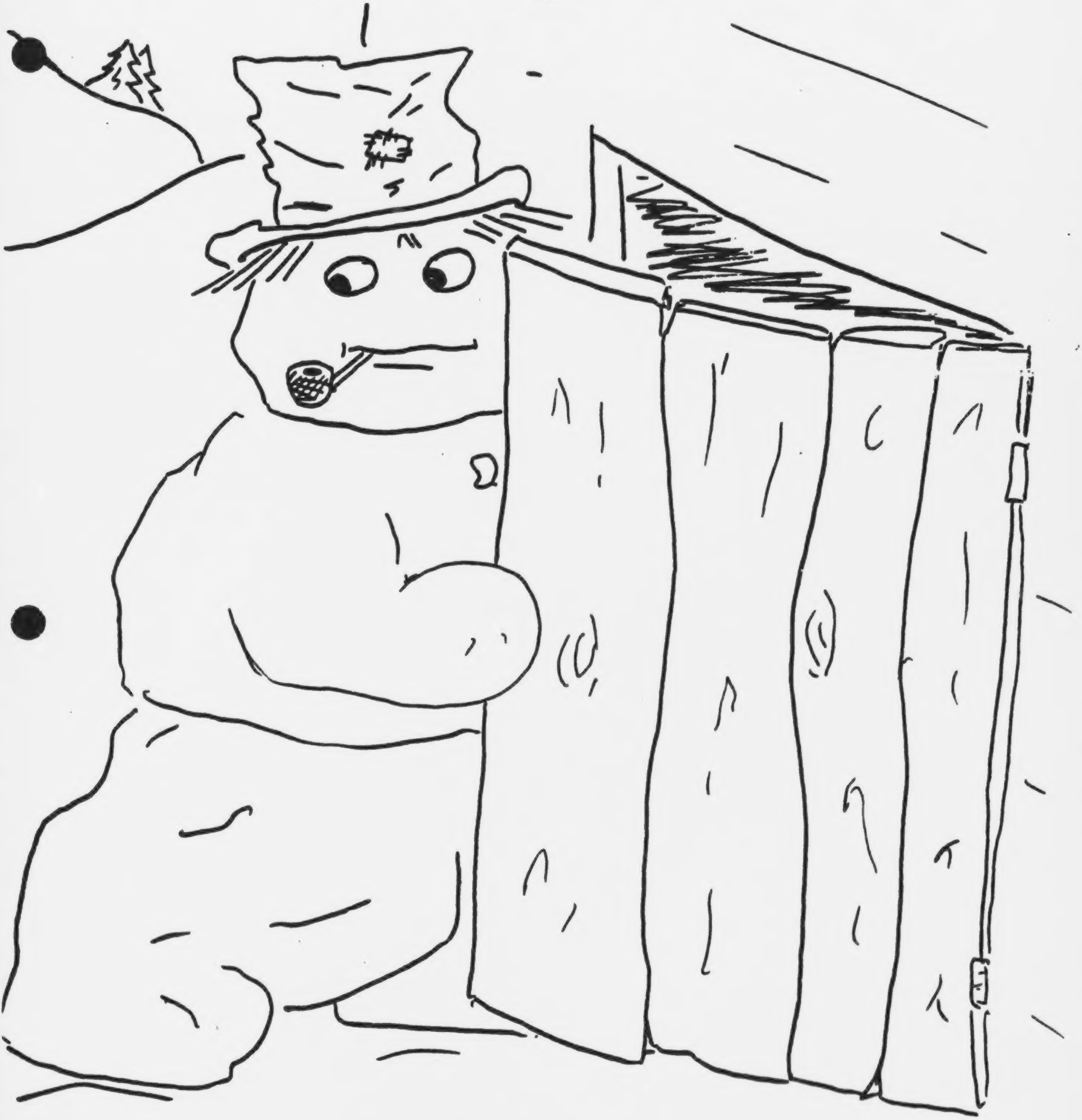
LE BONHOMME DE NEIGE



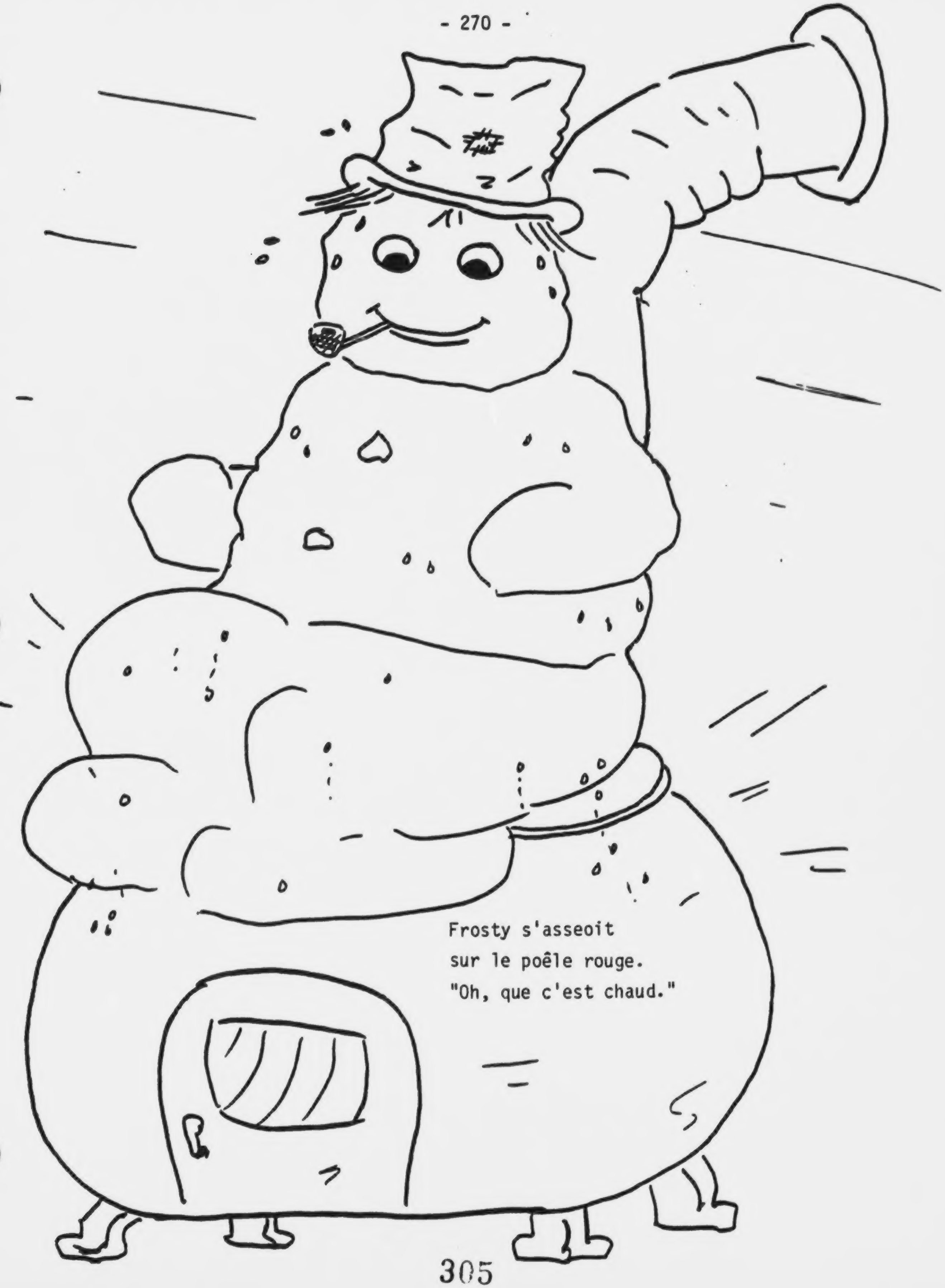
Voici le bonhomme de neige. Il s'appelle Frosty. Il fume une pipe noire.



Il fait froid. Br-r-r!
Frosty court.
Il arrive au village.

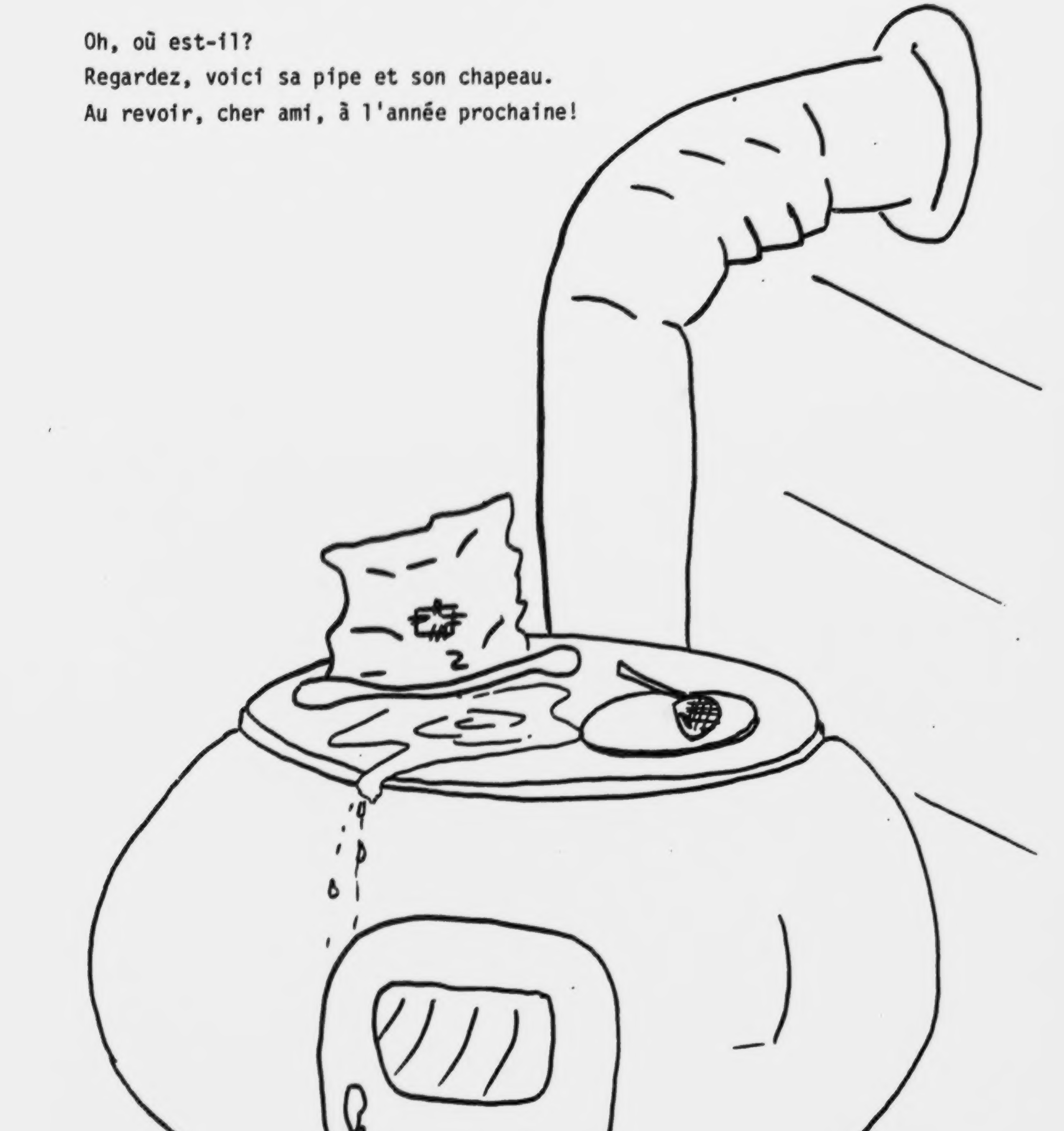


Ah voici une porte ouverte.
Frosty entre.

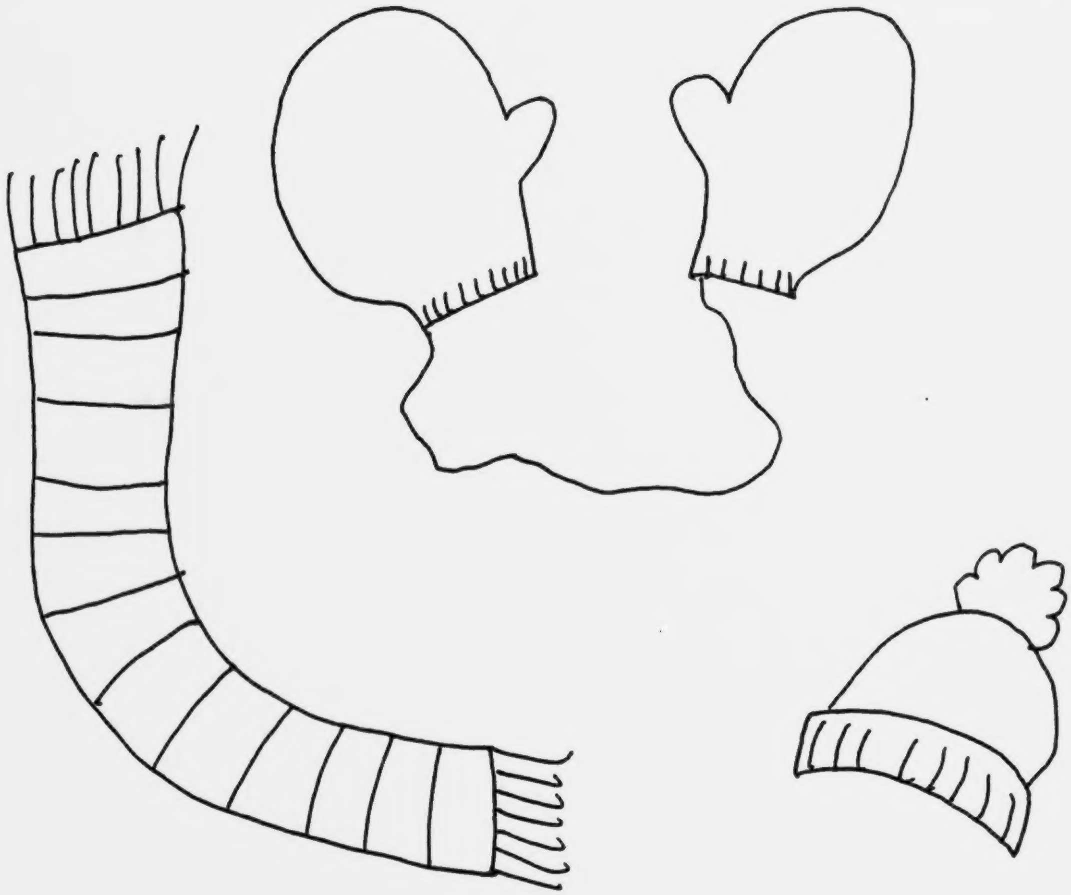


Frosty s'asseoit
sur le poêle rouge.
"Oh, que c'est chaud."

Oh, où est-il?
Regardez, voici sa pipe et son chapeau.
Au revoir, cher ami, à l'année prochaine!

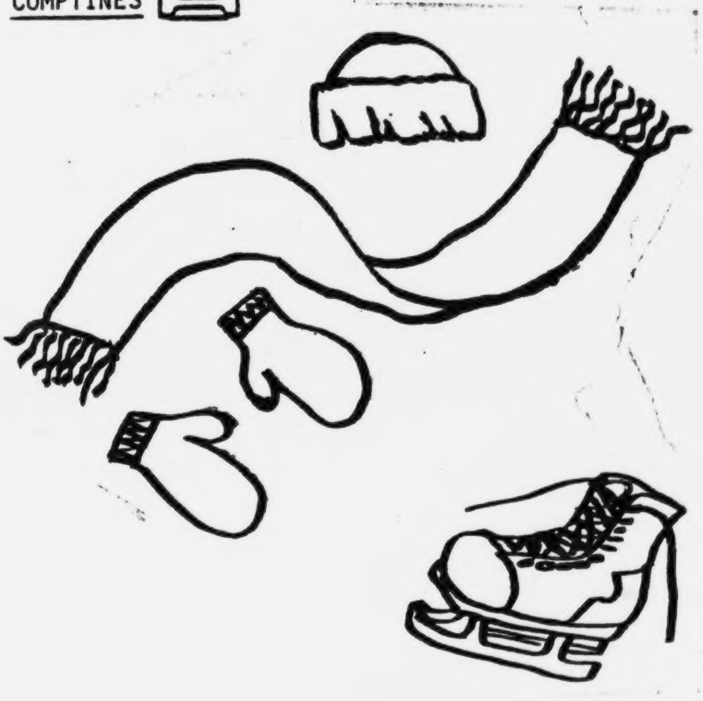


LES VÊTEMENTS



2e année

COMPTINES



1. Maman

Maman fait des mitaines
Une tuque et une écharpe
Pour la petite Hélène
Qui va jouer dehors.

2. Patins

Rin, rin, rin
J'ai perdu mes patins
Dites-moi les copains
Où sont mes patins?

CHANSON

1. Il met...
(To the tune of: The Farmer in the Dell)

Il met sa tuque bleue
Il met sa tuque bleue
Oh regarde comme il est beau
Avec sa tuque bleue.
- Il met ses mitaines rouges
- Il met une écharpe jaune
- Il met l'costume de neige
- Il met ses bottes brunes

JEUX

To reinforce winter clothing

1. Dessinons

Send one or two children to the blackboard. Whisper an article of clothing in their ear. They draw it. The class must guess what is being drawn.

2. Clothing Detective

This game is designed to review articles of clothing.

Materials needed: various pieces of winter clothing.

Display the clothing on a table or desk. Using the structures:

"Qu'est-ce que c'est?
C'est ________________."

Review the clothing vocabulary (ie: les mitaines, le chandail, etc...

Ask one child to leave the room. Then remove one article of clothing. When the child comes back he/she must try to guess which article of clothing is missing. Give students a maximum of three chances.

3. C'est quel vêtement?

This game is designed to review articles of winter clothing.

Materials needed: Five to eight photos of winter clothing cut from a catalogue/flyer mounted on recipe cards.

Using the flashcards, review all the vocabulary with the students prior to commencing the activity. Place the cards across the board ledge (or spread out face up on the floor with students in a circle).

The students sing the following song to the tune of "This is the way we wash our hands..."

"C'est quel vêtement? (x 6) .... montre-moi!"

After the song has been learned a child is chosen (using "Am Stram Gram/Une mine mane mo") to come and pick any card from the ledge and name it in French e.g. "C'est une écharpe."

As the child is making his choice, the other students are singing the song "C'est quel vêtement". By the time they finish with ..."montre-moi", the student must have made his choice. (When students are very familiar with the song, it's a lot of fun to sing it faster.)

Variation:

When the students are very familiar with the vocabulary and game, it may be more challenging to place the cards face down.

FÉVRIER

Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. La Saint-Valentin
2. La maison

LA SAINT-VALENTIN

2e année

COMPTINE

1. Mon secret

Je t'écris ce poème
Pour te dire, que "je t'aime"
Mais s'il te plaît,
Garde mon secret.

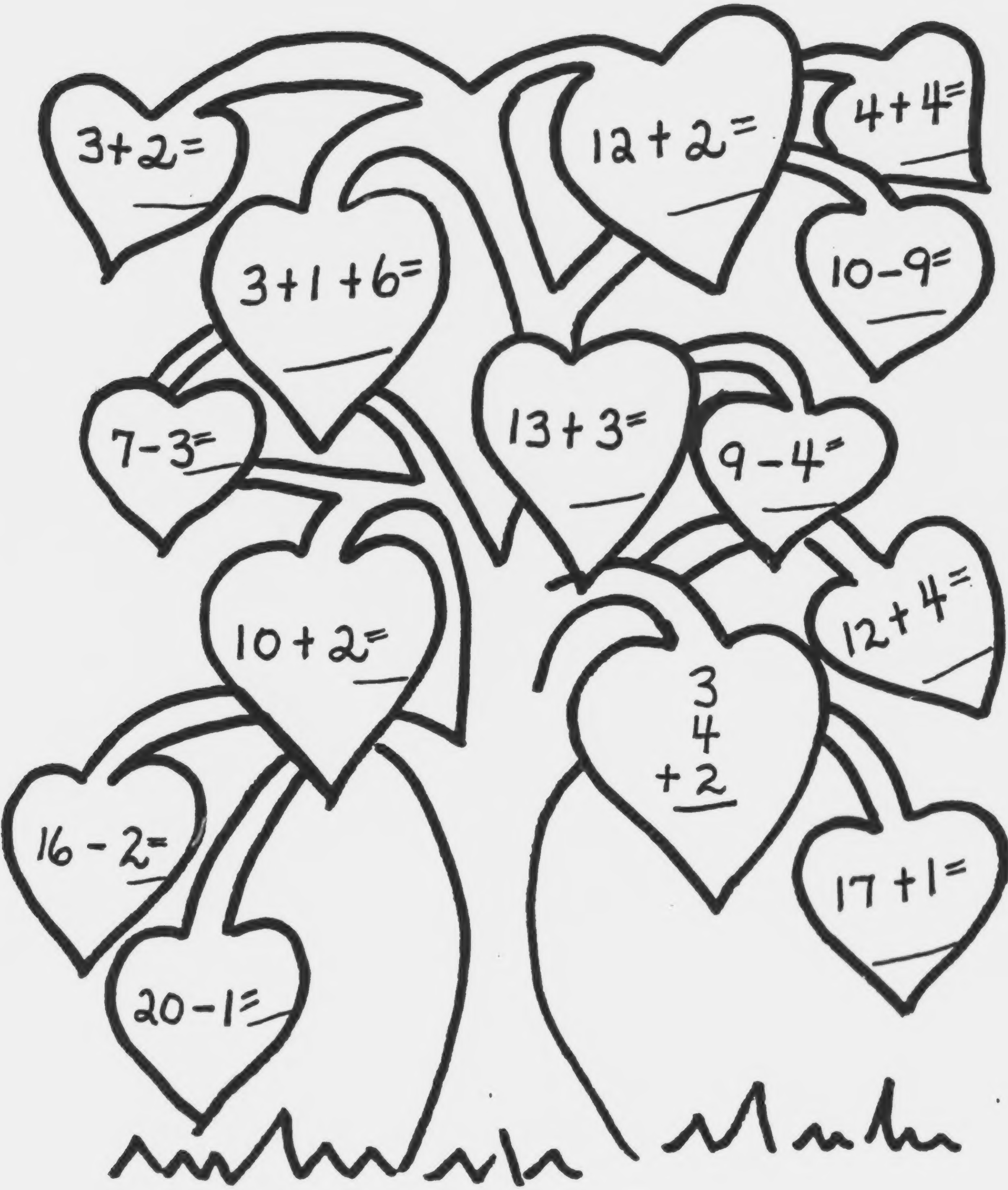
2. Bonjour

Bonjour copain,
Sois mon Valentin,
Bonjour copine,
Sois ma Valentine.

ACTIVITÉS

When the students are familiar with the comptine "Bonjour", have them line up in 2 lines facing each other. The girls turn to the boys and say "Bonjour copain, sois mon Valentin" and shake their hands. The boys then do the same, saying "Bonjour copine, sois ma Valentine".

2. L'arbre des coeurs


3+2=
12+2=
4+4=
3+1+6=
10-9=
7-3=
13+3=
9-4=
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12+4=
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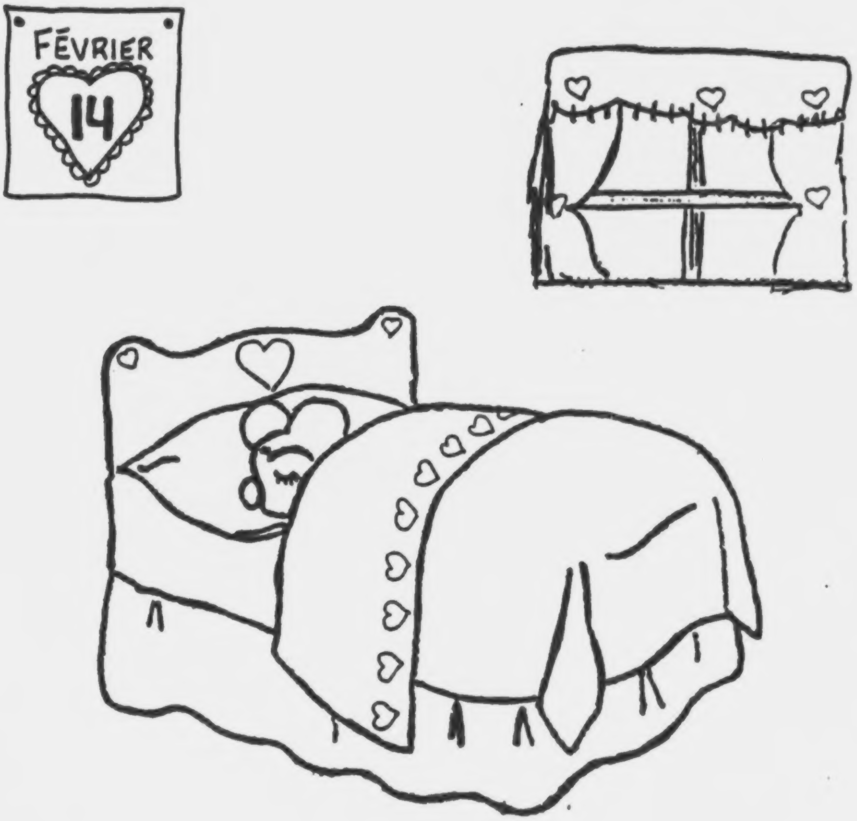
+2
16-2=
17+1=
20-1=

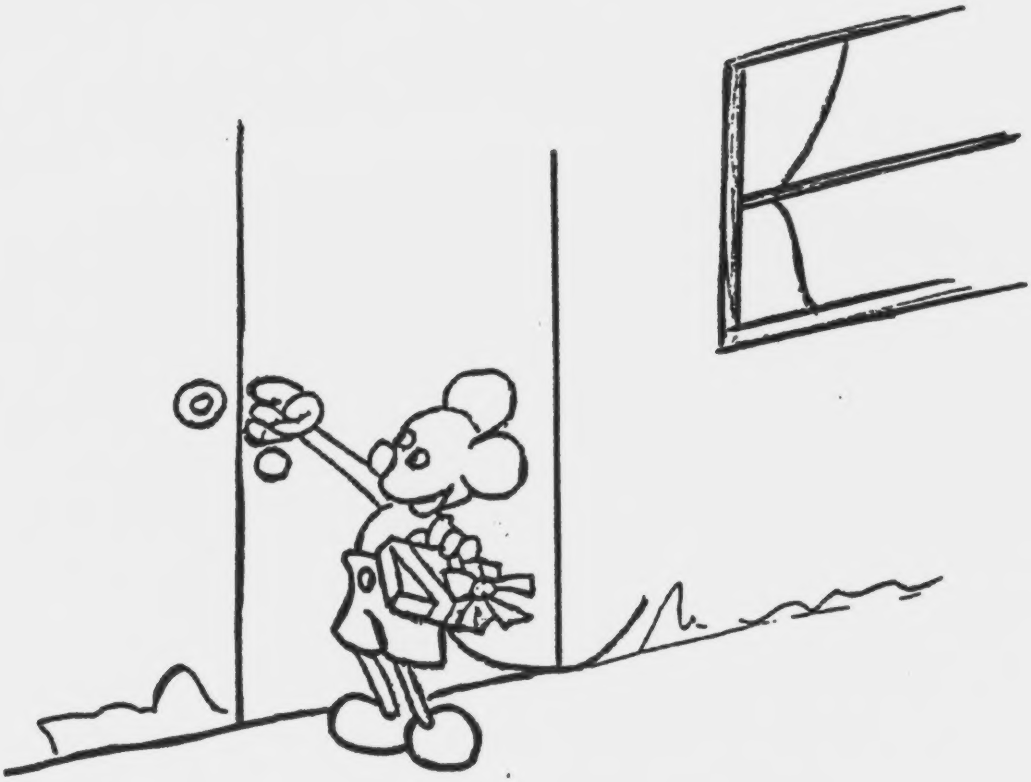
CONTE

DIDI LA SOURIS



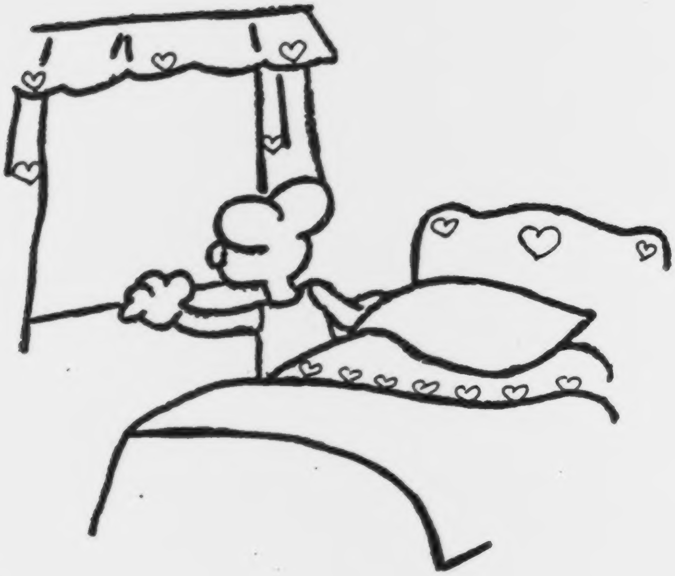
Didi la souris dort dans son lit.

Voici Mickey —
un ami de Didi.



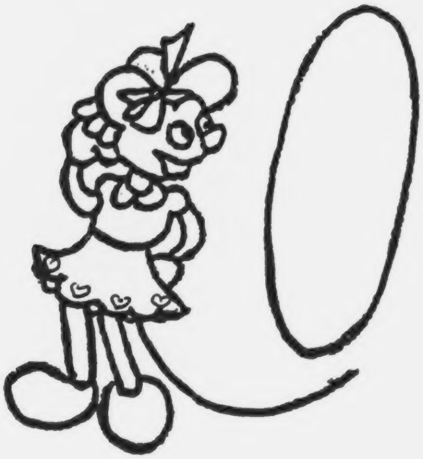
Il sonne à la porte.

Didi saute du lit.



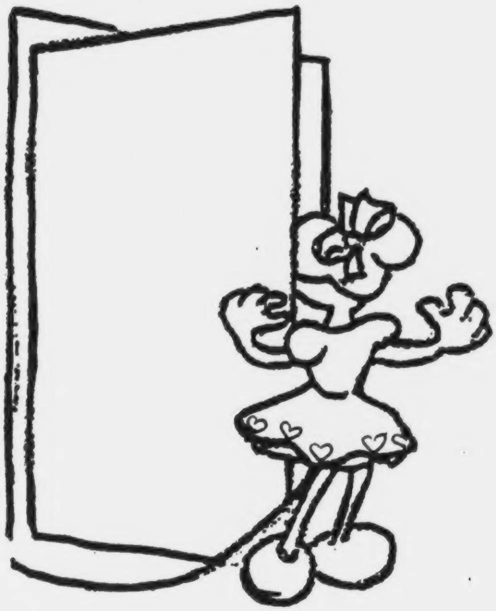
Oh là là! dit Didi.
C'est Mickey!

Didi s'habille vite.



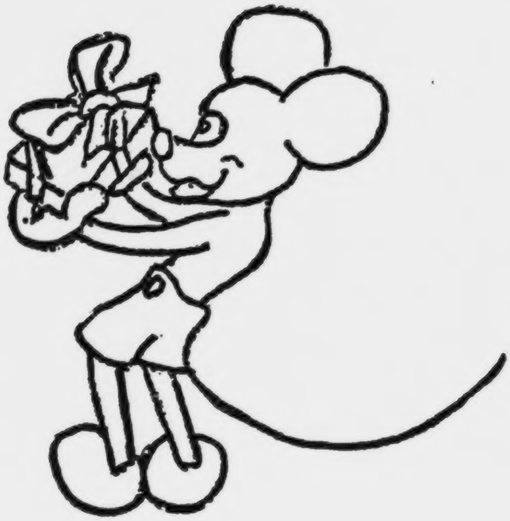
C'est une jolie petite souris.

Didi va à la porte.
Elle ouvre la porte.



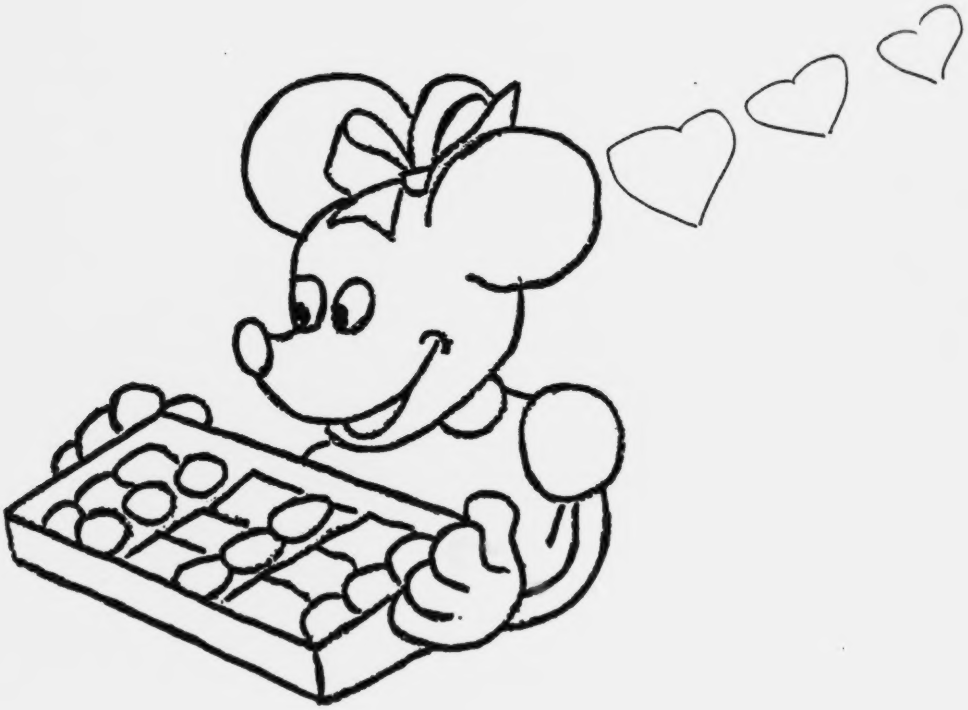
- Bonjour, Mickey.
Ça va bien? dit Didi.

— Bonjour, Didi.
Ça va três bien, merci.



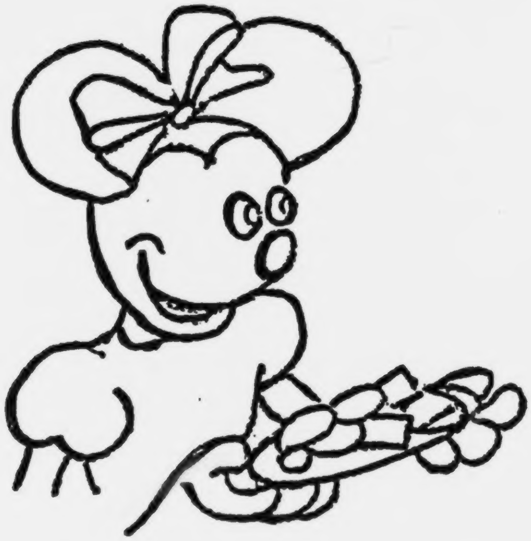
Voici un cadeau pour toi.
— Oh, merci Mickey!

Didi ouvre son cadeau.



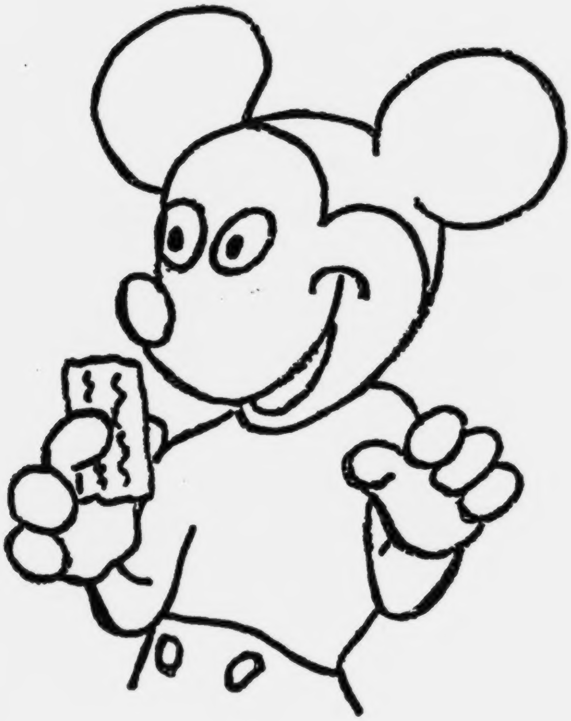
Oh, c'est un beau cadeau!
Des chocolats!

— Merci, Mickey!

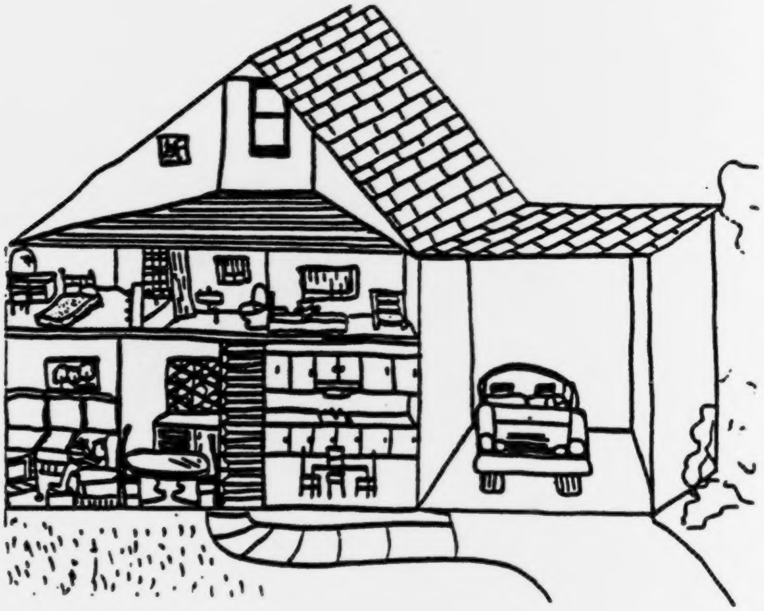


— Veux-tu manger un chocolat avec moi?

_ Oh oui! dit Mickey.



Moi aussi, j'aime les chocolats!



LA MAISON

2e année

COMPTINE

1. Voici la maison.
   Voici la cuisine.
   Voici le salon.
   Voici où je dine.

   (See flashcards on pp. 292 and 293. Point to the pictures as you say the comptine.)

JEU

1. La maison pantomine

To reinforce the vocabulary for the rooms of the house.

Materials needed: See the flashcards on pages 292 and 293.

Vocabulaire: la cuisine
le salon
la chambre à coucher
la salle à manger
la salle de bains
le garage

Have the children do the following actions when you name the different rooms in the house.

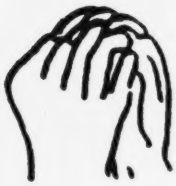
la cuisine (mix something in a bowl)
le salon (watch T.V. or read the newspaper)
la chambre à coucher (sleep)
la salle à manger (eat)
la salle de bains (wash your hands or face)
le garage (drive a car)

ACTIVITÉ

1. Ma maison de doigts

Voici ma maison (1)
Où sont les gens?
Ouvre la porte (2)
Ils sont dedans (3)

(1)



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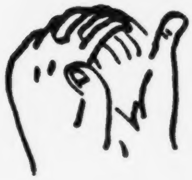

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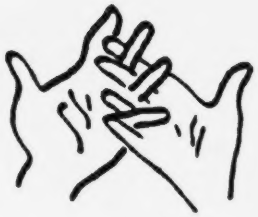
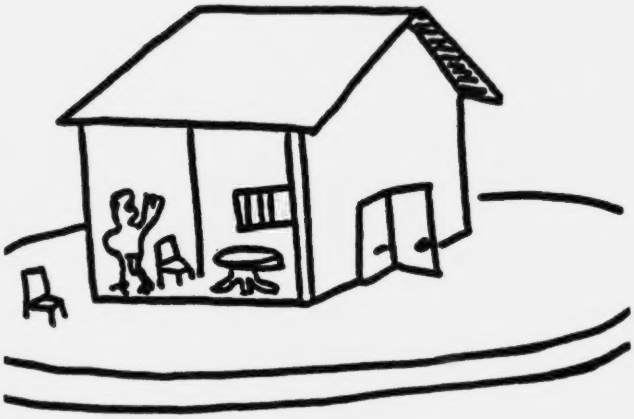
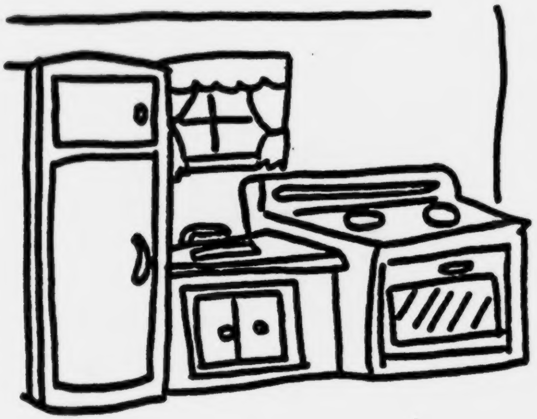


Flashcards to be used when presenting the rooms in the house.

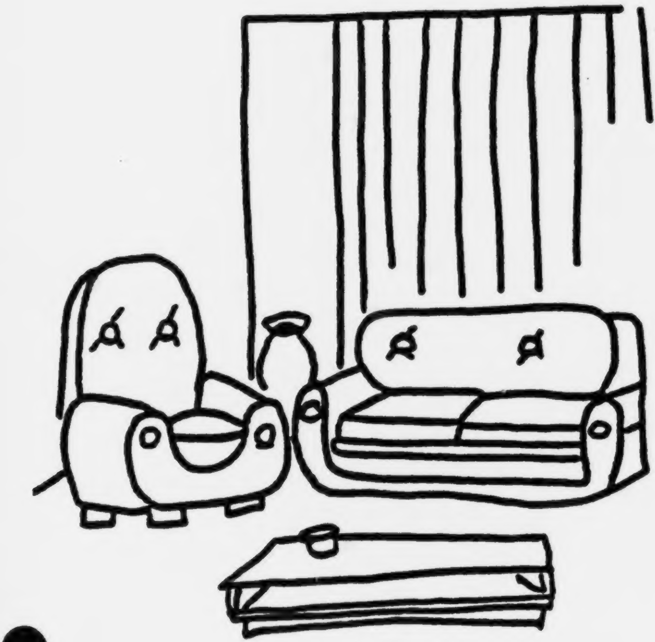
* Note: You may wish to colour these, cut them out and mount on coloured construction paper. Laminate as well.



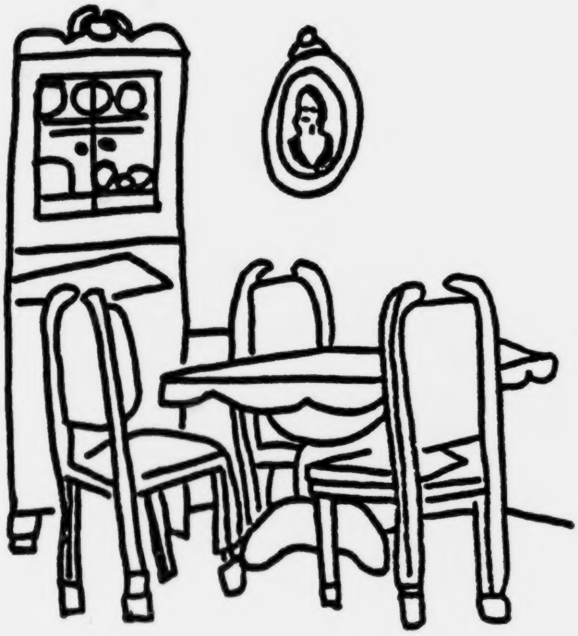
Voici la maison.



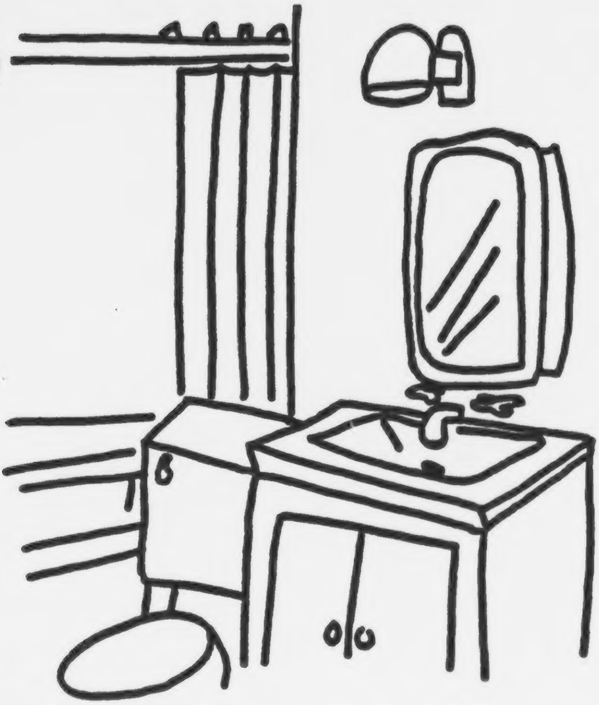
Voici la cuisine.



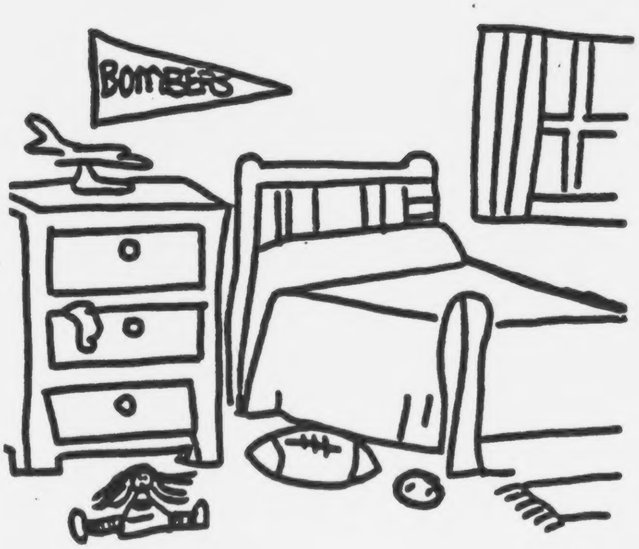
Voici le salon.



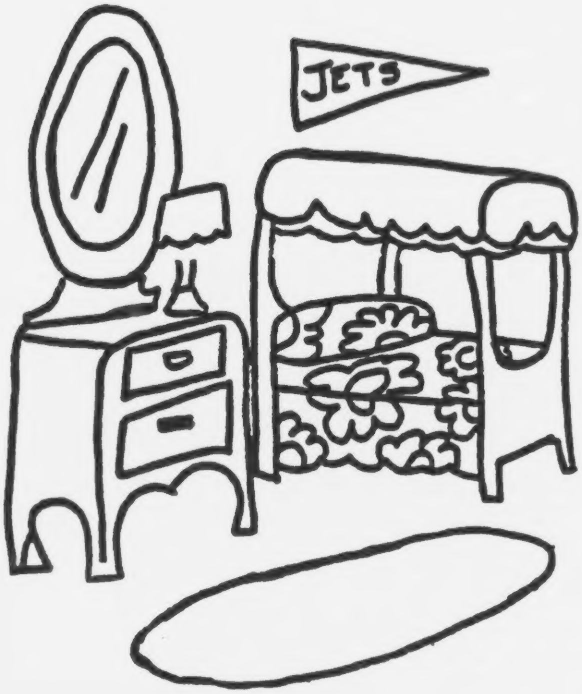
Voici la salle à manger.



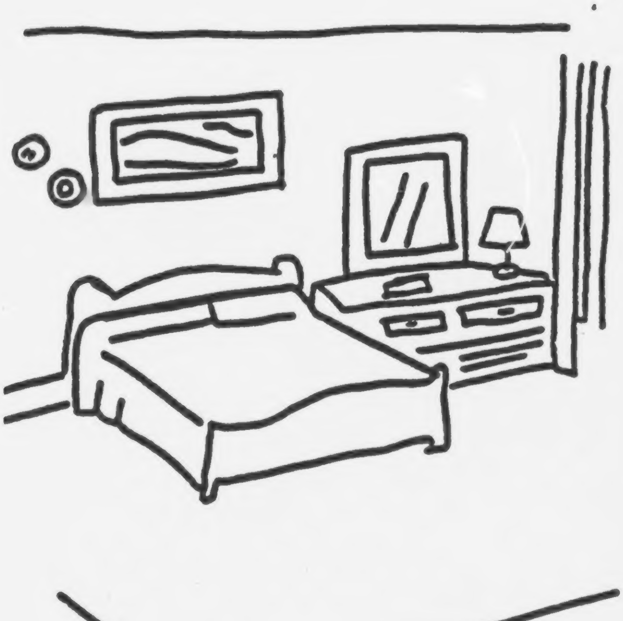
Voici la salle de bains.



Voici la chambre à coucher.



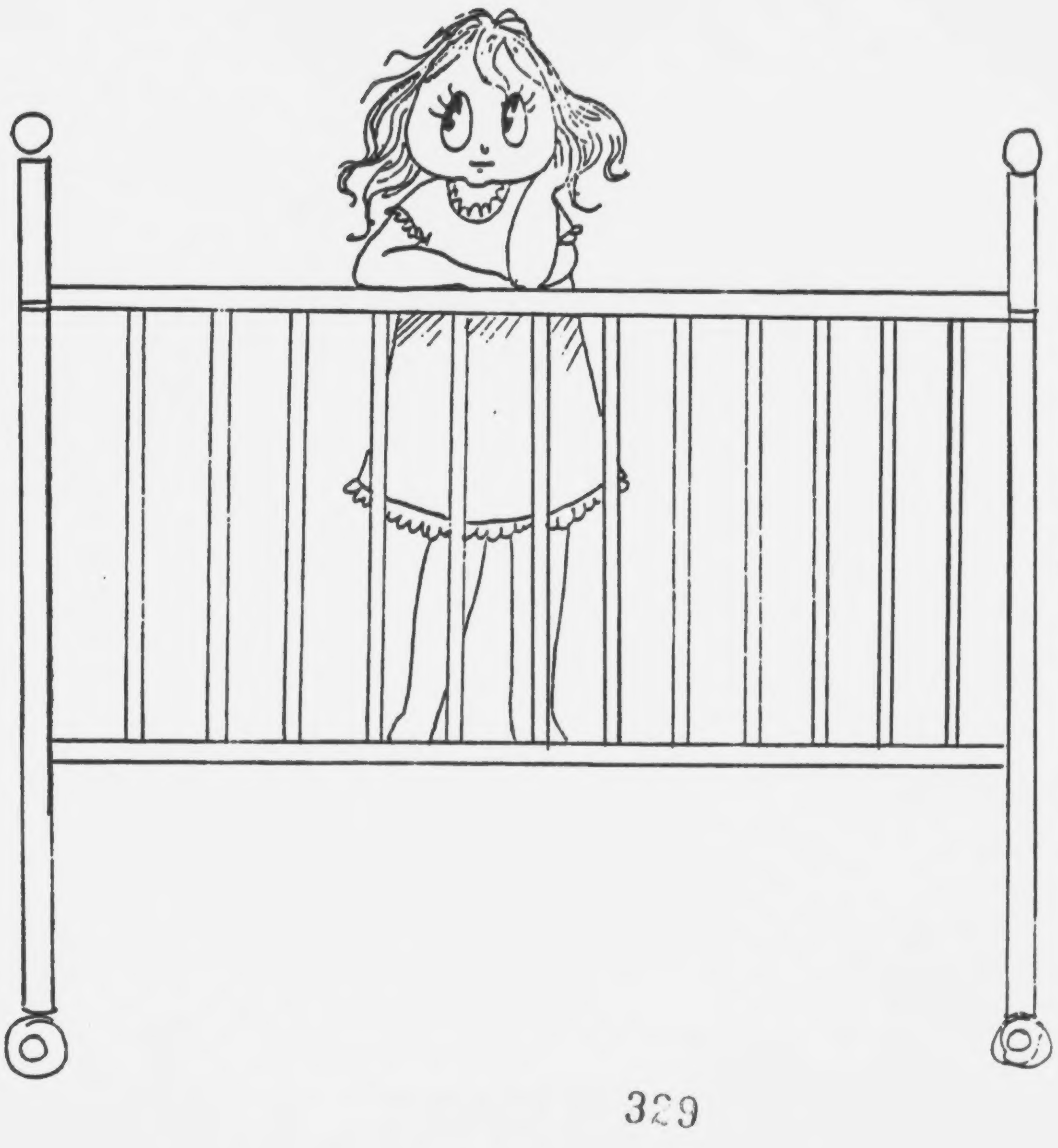
Voici la chambre à coucher.



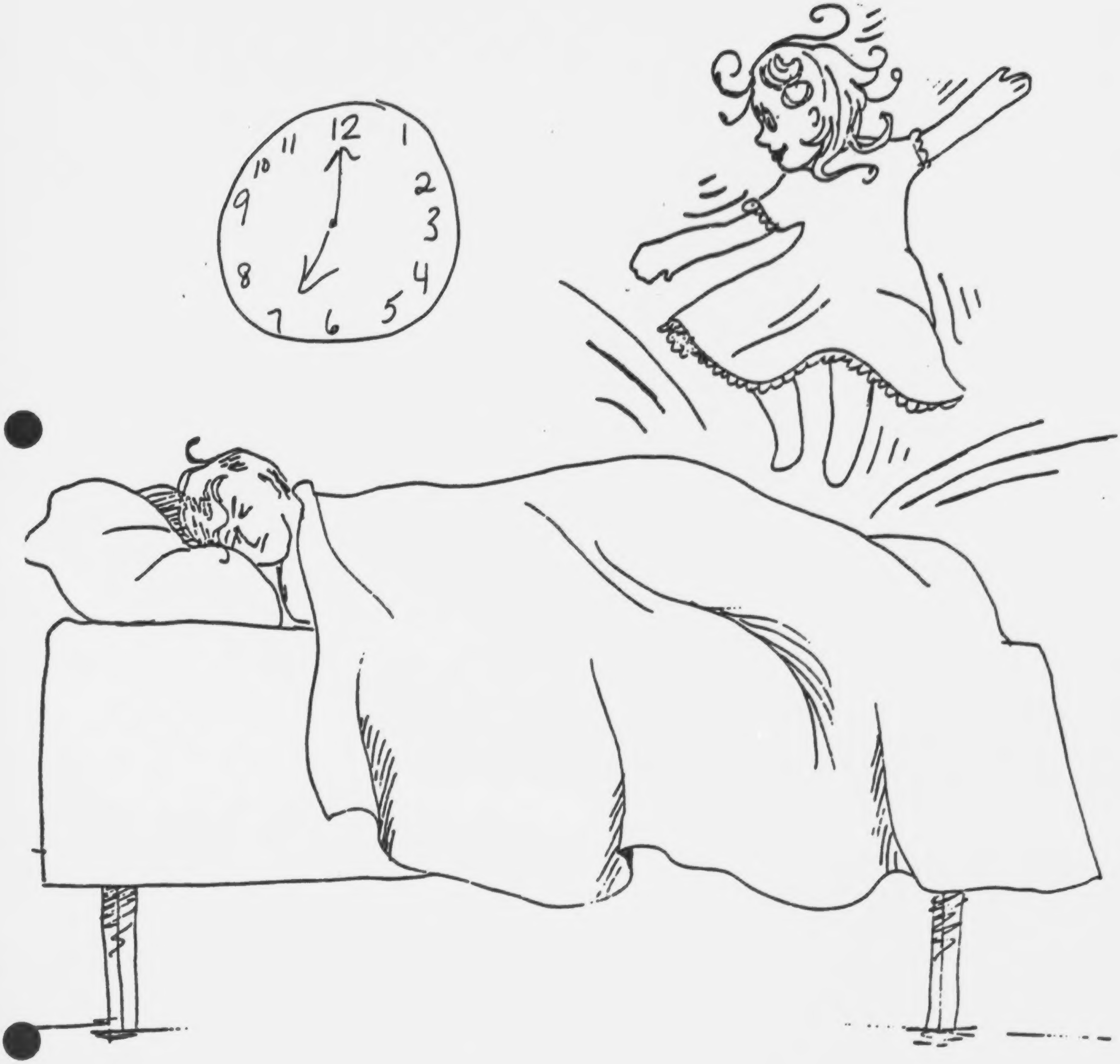
Voici la chambre à coucher.

CONTE

LA JOURNÉE DE POUPETTE



Il est 7 heures du matin. Poupette entre dans la chambre à coucher de papa et de maman. Elle saute sur le lit. "Lêve-toi, papa, lêve-toi!" dit-elle.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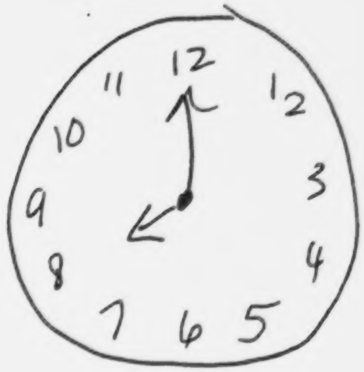
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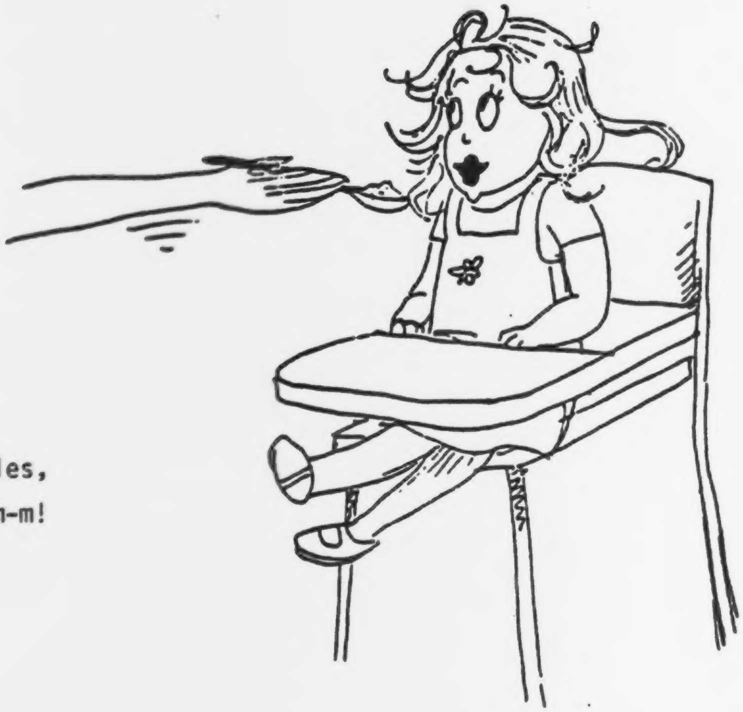
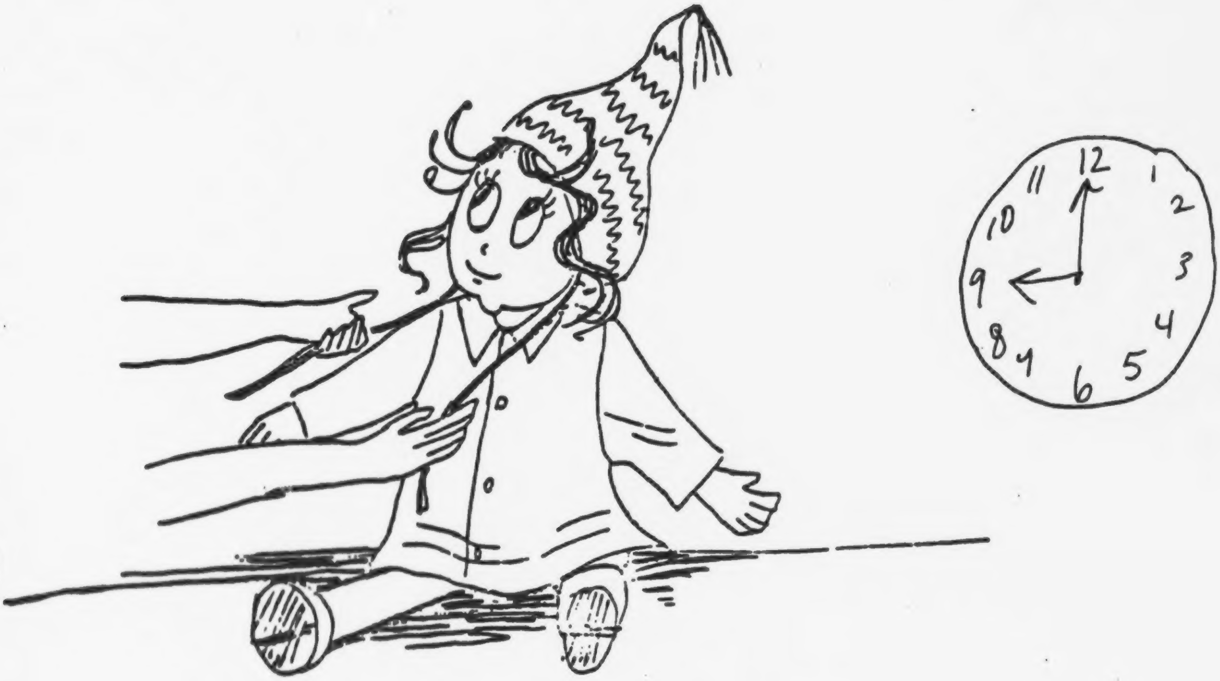


C'est l'heure de manger.
Poupette mange bien.
Elle aime manger les céréales,
le lait et les bananes. Mm-m!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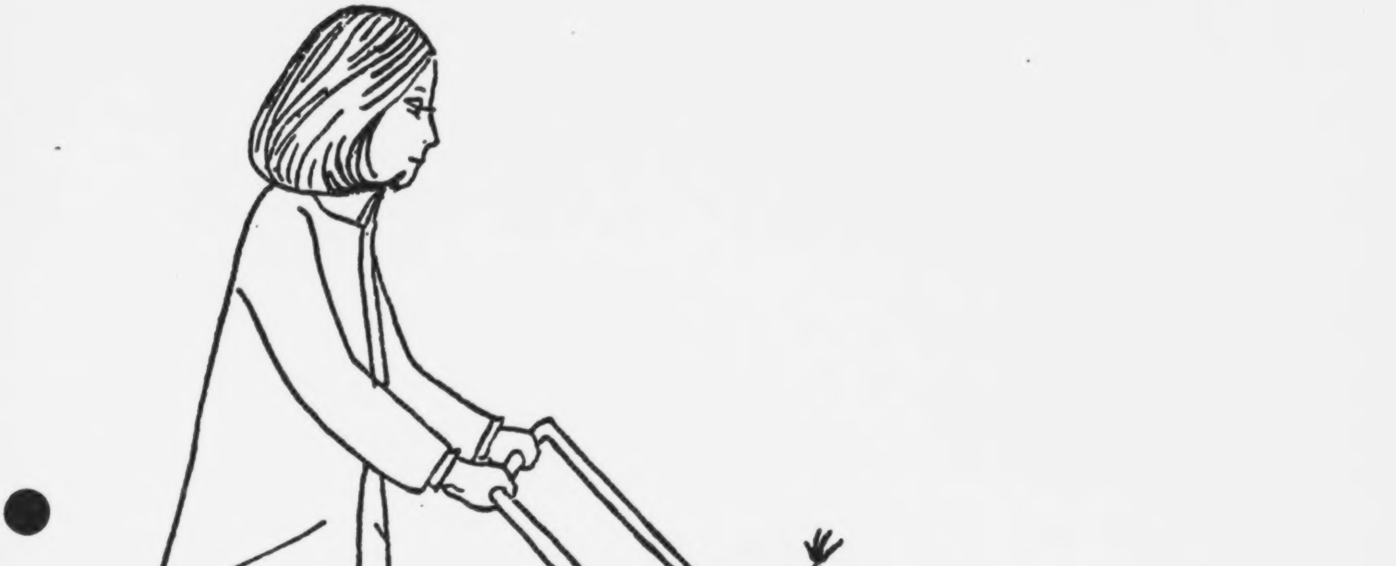
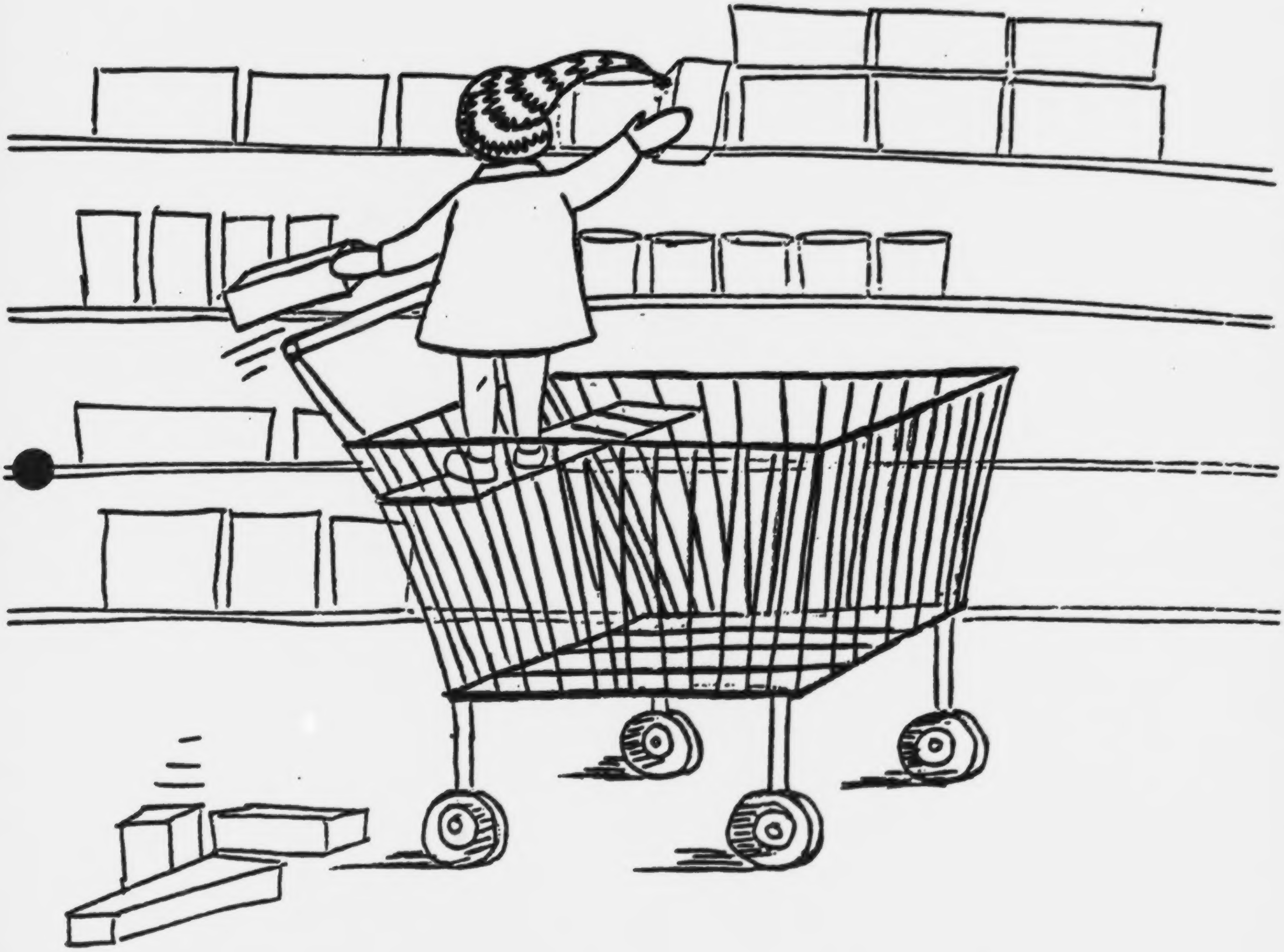
C'est maintenant l'heure de la promenade. Poupette porte un manteau et un bonnet. Elle est prête.

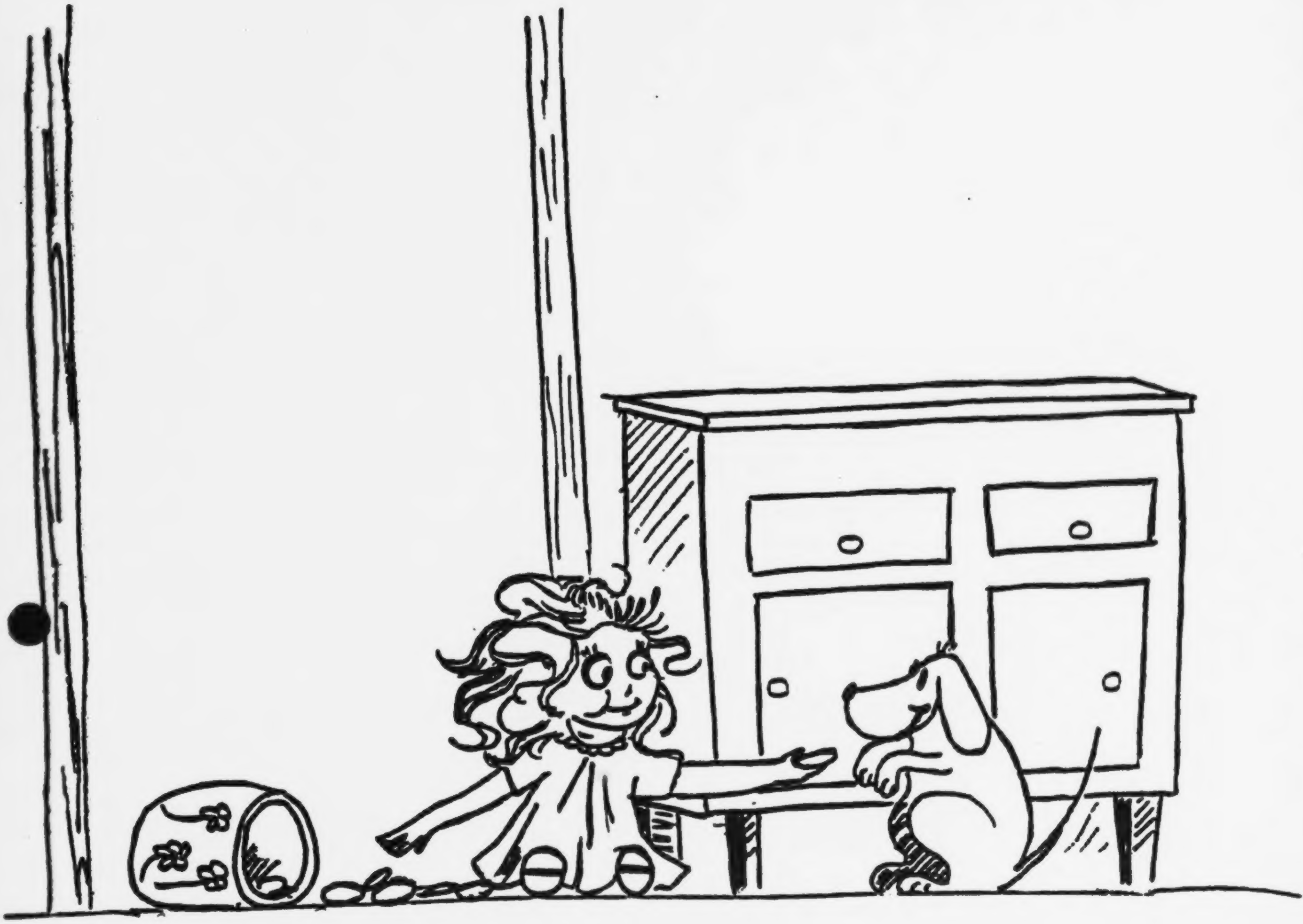
Poupette et maman vont au magasin, chez Safeway. Poupette adore regarder partout.



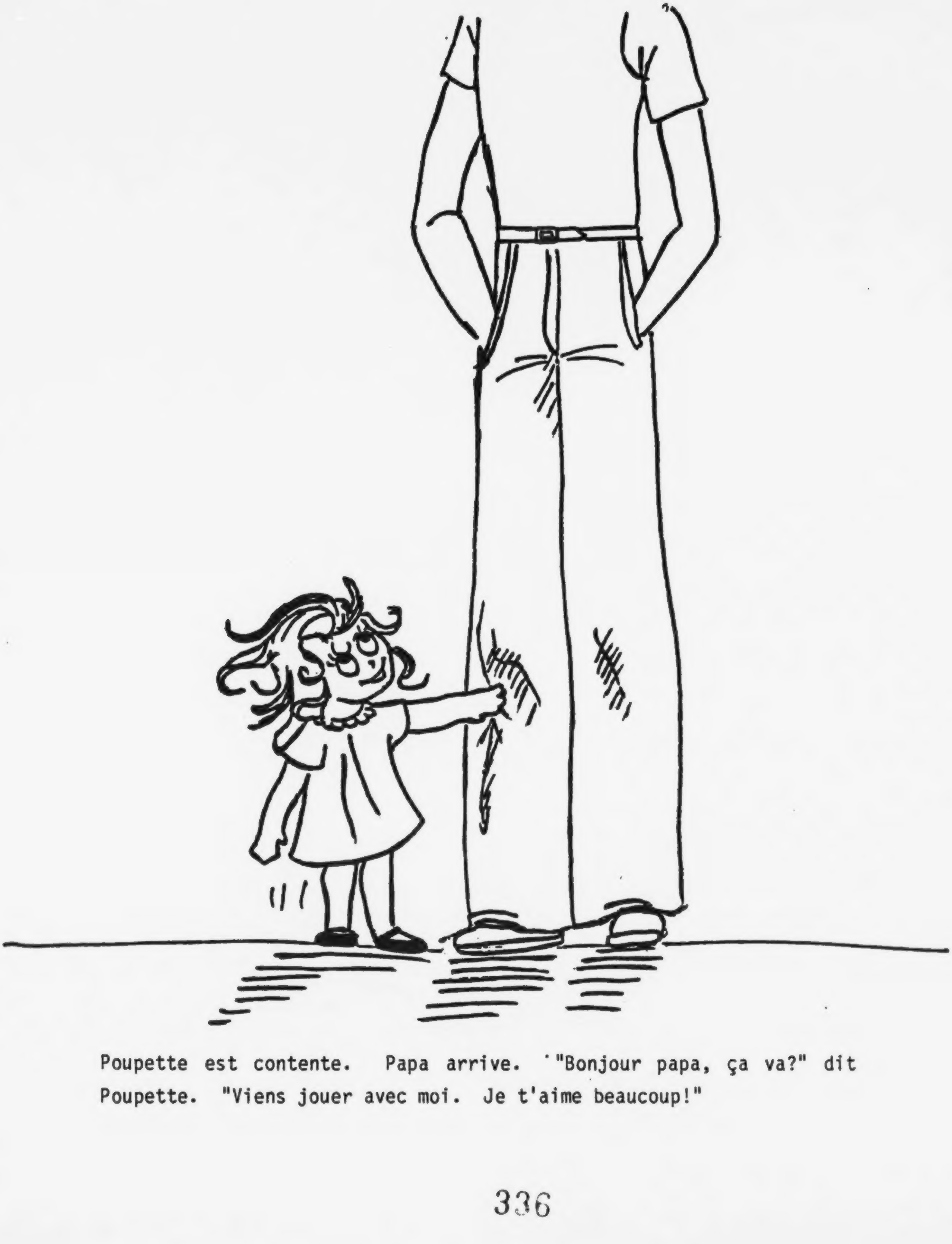
Voici Poupette dans le magasin. Où est maman? Oh non, non Poupette. Ne touche pas les boîtes.



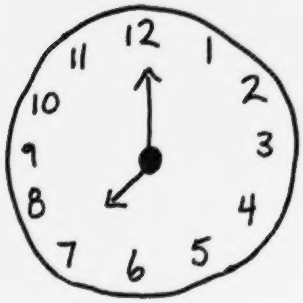
Les boîtes tombent.



Bonjour Fido. Viens, viens. Mange un biscuit. Mange deux. Mm-m-m! J'aime les biscuits, dit Poupette.



Poupette est contente. Papa arrive. "Bonjour papa, ça va?" dit Poupette. "Viens jouer avec moi. Je t'aime beaucoup!"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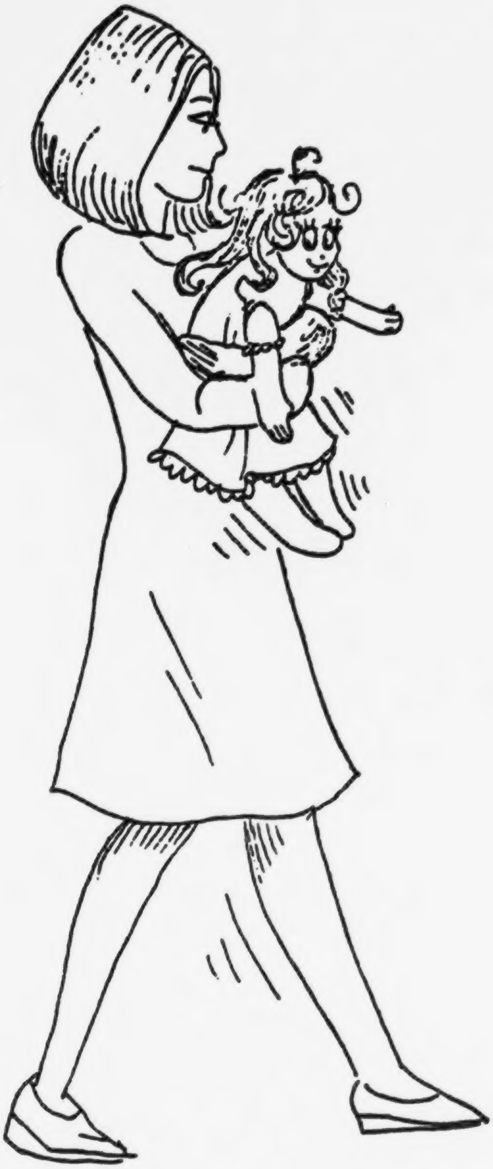
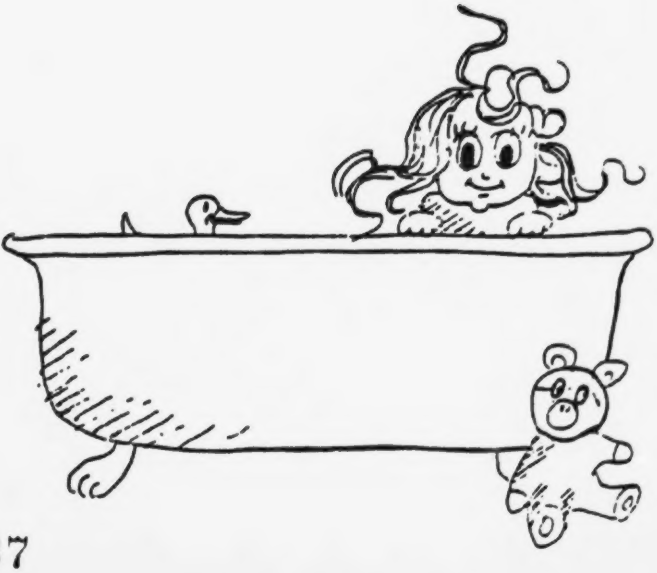
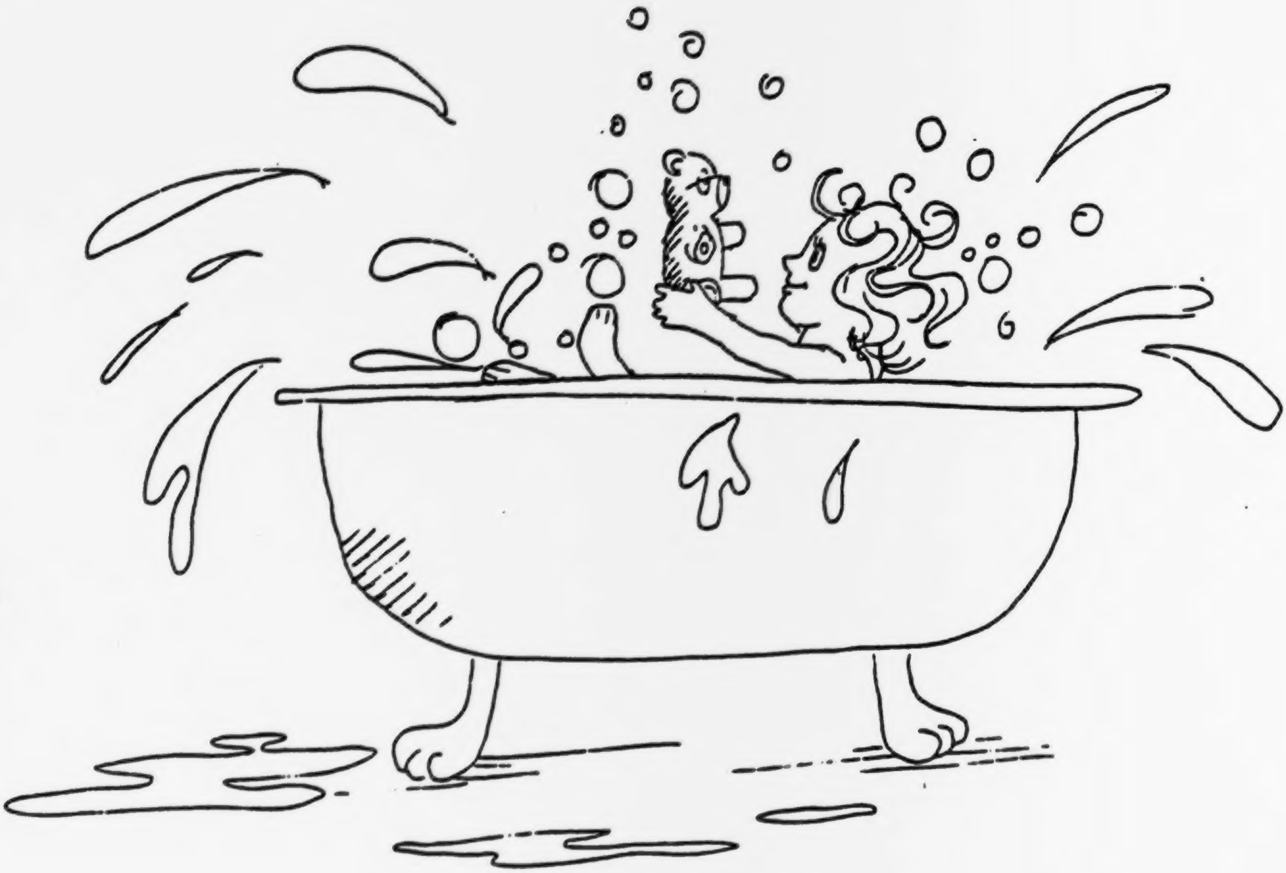


C'est maintenant l'heure du bain de Poupette.

Elle joue dans le bain avec Coin-coin, le petit canard.

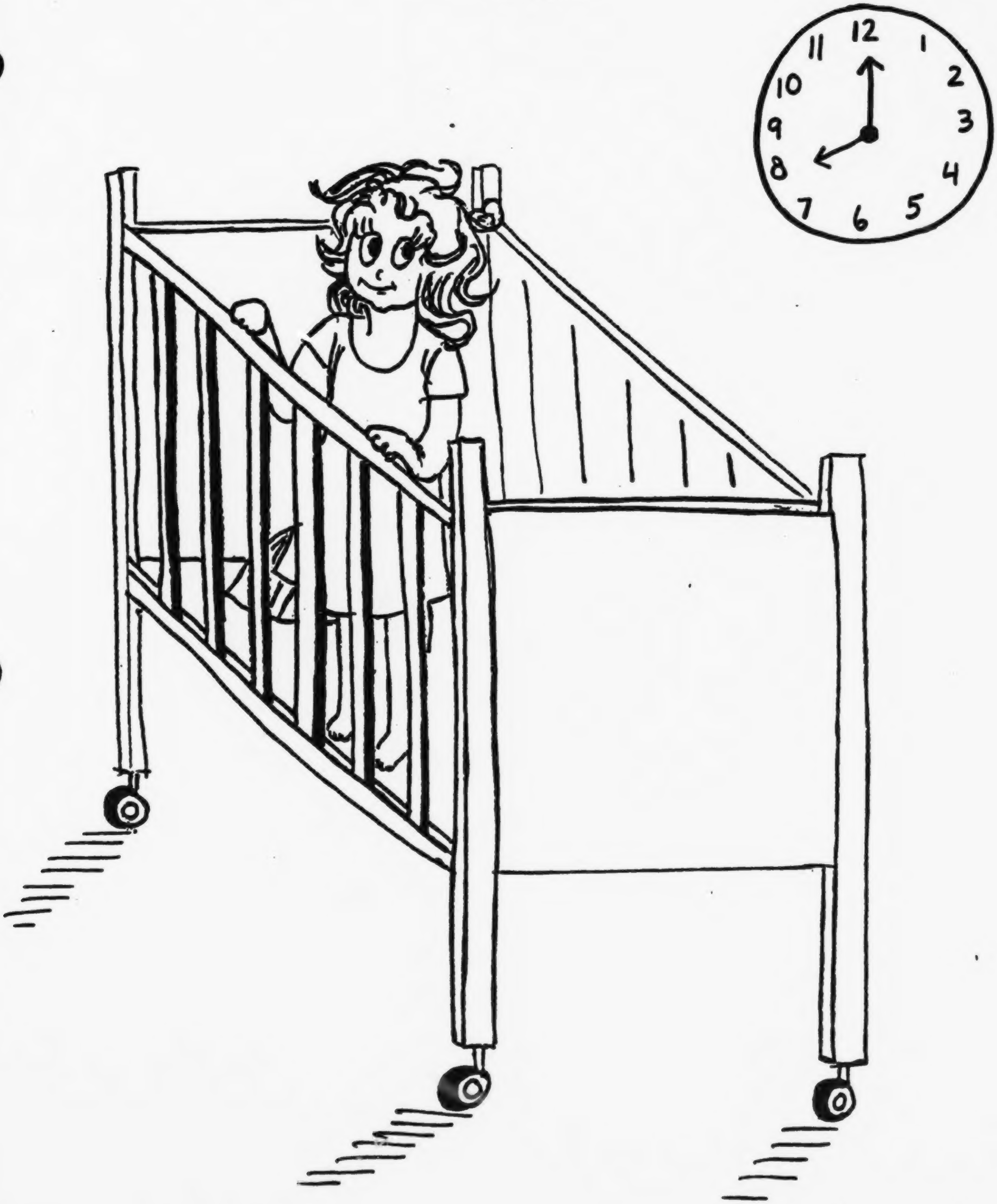




Poupette aime le bain.

Coin-coin aime le bain.

Ourson aime le bain.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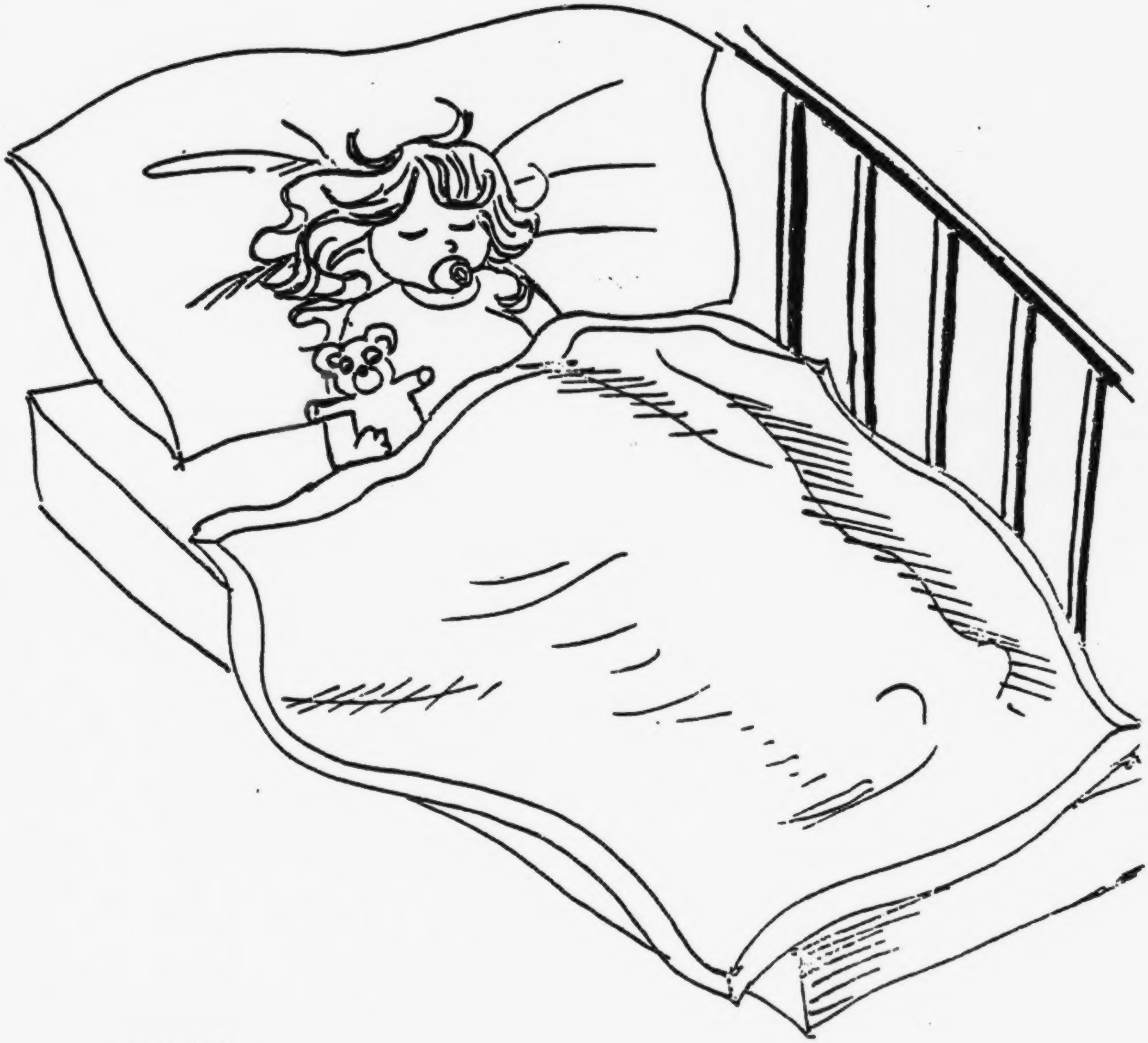
C'est l'heure du dodo. Poupette est prête. Elle dit "Bonne nuit maman! Bonne nuit papa!"



Sh-h-h-h.

Poupette dort.

"Bonne nuit, Poupette. À demain."

Note to teacher:

You are not required to use all the material in the following theme. Select the material most appropriate for your class.

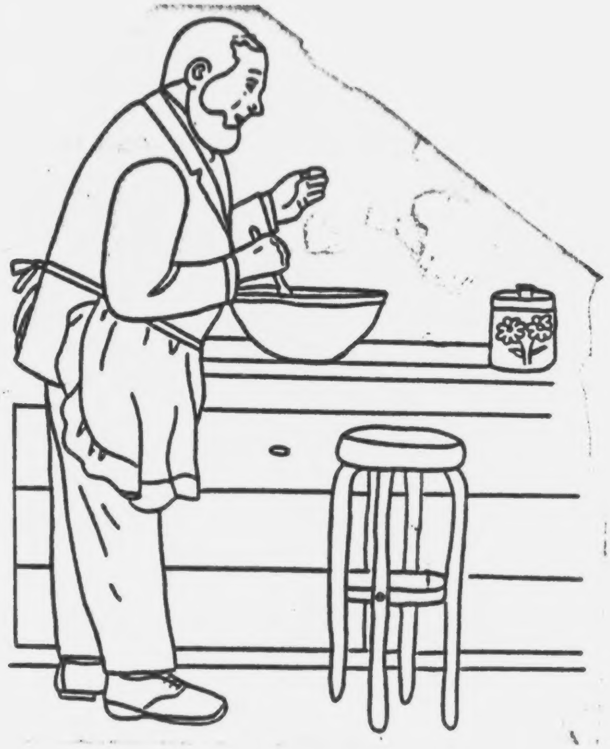
MARS

Les thèmes:

1. Les métiers
2. Le printemps
3. Les moyens de transport
4. La Saint-Patrice

2e année

COMPTINE



Bats ta pâte

Bats ta pâte, bats ta pâte,pâtissier
Bats ta pâte, bats ta pâte, sans délai;
Un biscuit et 2 gâteaux
Pour ma fête, un beau cadeau.

Comptine

2. Monsieur le barbier

Monsieur le barbier (2)
Lave les cheveux (2)
Monsieur le barbier
Peigne les cheveux (2)
Monsieur le barbier
Coupe les cheveux (2)
Monsieur le barbier
Brosse les cheveux (2)

The teacher says each line first, the entire class repeats in unison. Once the comptine is learned, the children may be paired off (barber and customer) and the actions may be performed as the class says the comptine. When performed a second time, the roles are changed.

Chanson

Meunier tu dors

Meunier tu dors,
Ton moulin va trop vite.
Meunier tu dors,
Ton moulin va trop fort.

Ton moulin, ton moulin va trop vite
Ton moulin, ton moulin va trop fort.
(bis)

(Actions to accompany the song: children standing up arms stiff, representing a windmill, they bend from side to side to the rythm of the song.)

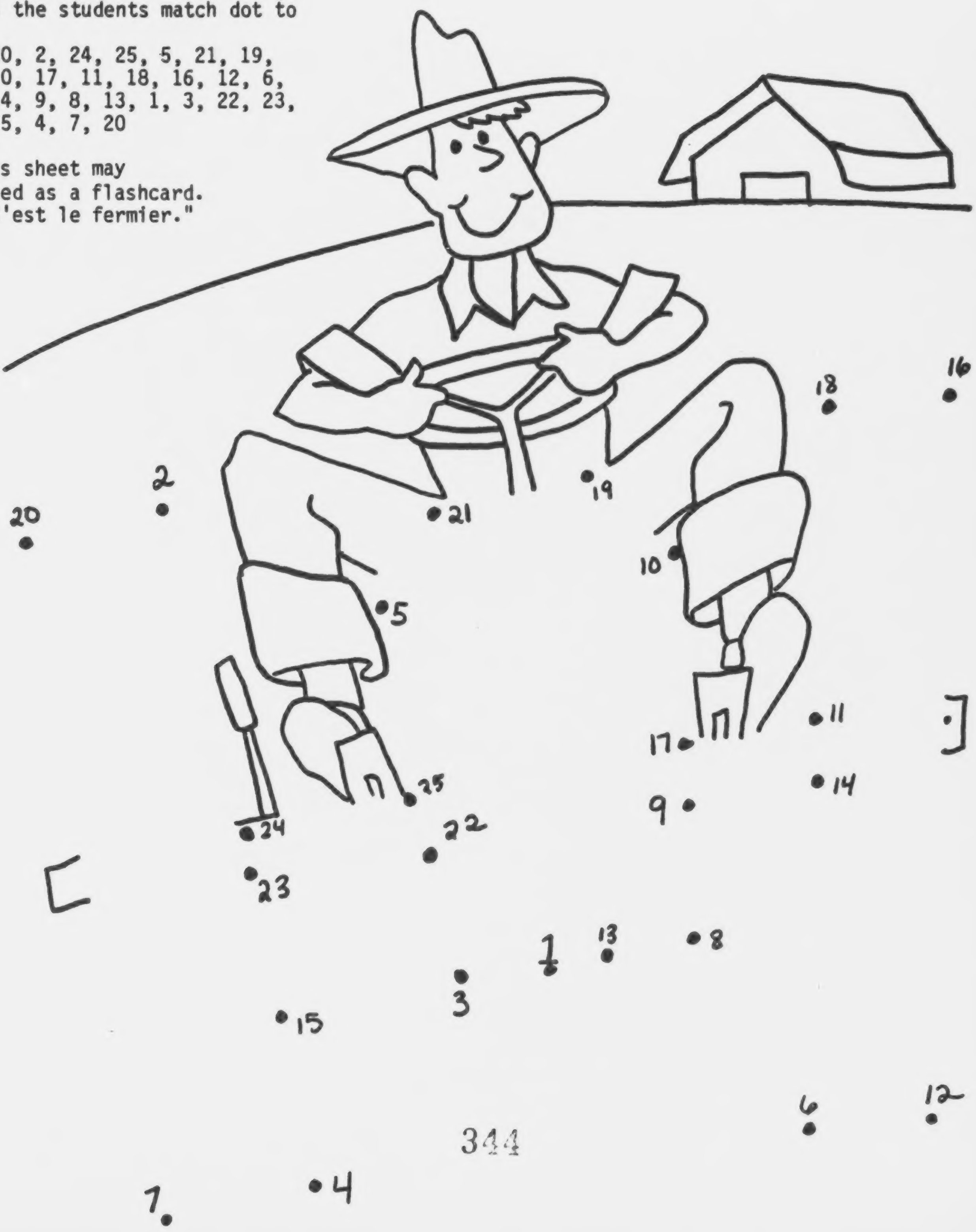
ACTIVITÉ

Le fermier: Listening activity reinforcing the numbers 1 to 25.

The teacher calls out the following numbers as the students match dot to dot:

LEGEND: 20, 2, 24, 25, 5, 21, 19,
10, 17, 11, 18, 16, 12, 6,
14, 9, 8, 13, 1, 3, 22, 23,
15, 4, 7, 20

Note: This sheet may also be used as a flashcard. "Voici / C'est le fermier."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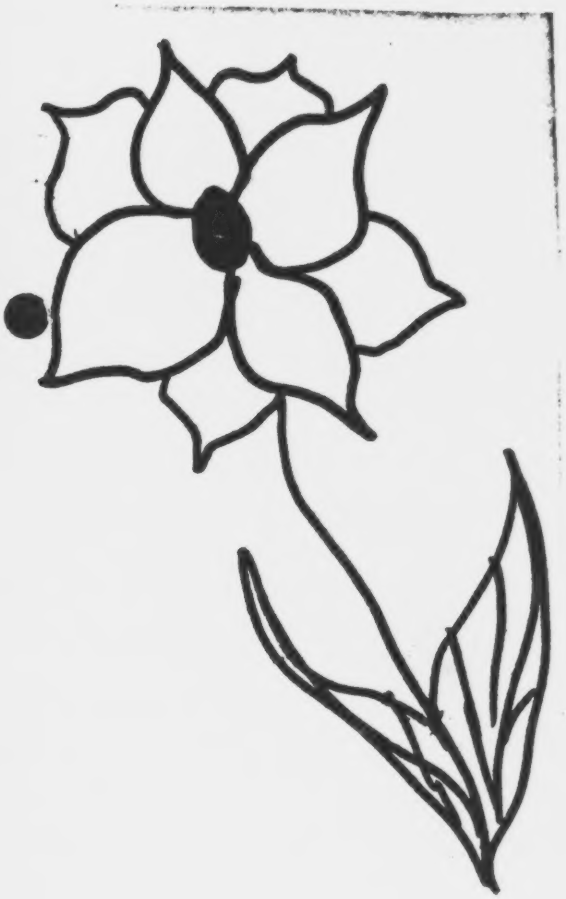
LE PRINTEMPS



2e année

COMPTINES

1. Bonjour

Bonjour, monsieur Printemps,
Ami de bons enfants.
J'adore tes fleurs
Et tes oiseaux.
Viens, vite! Ah, qu'il fait beau!

2. Printemps

Au printemps, c'est joli
Les oiseaux font des nids.
Le soleil réjouit
L'herbe verte de la prairie.

Chanson

Si tu aimes le soleil

(Tune: If you're happy and you know it)

This is an excellent opportunity to sing this happy song once more. See page 192 for the words.

CONTE

Le printemps

1 - C'est le printemps. (p. 313)
Il fait soleil.

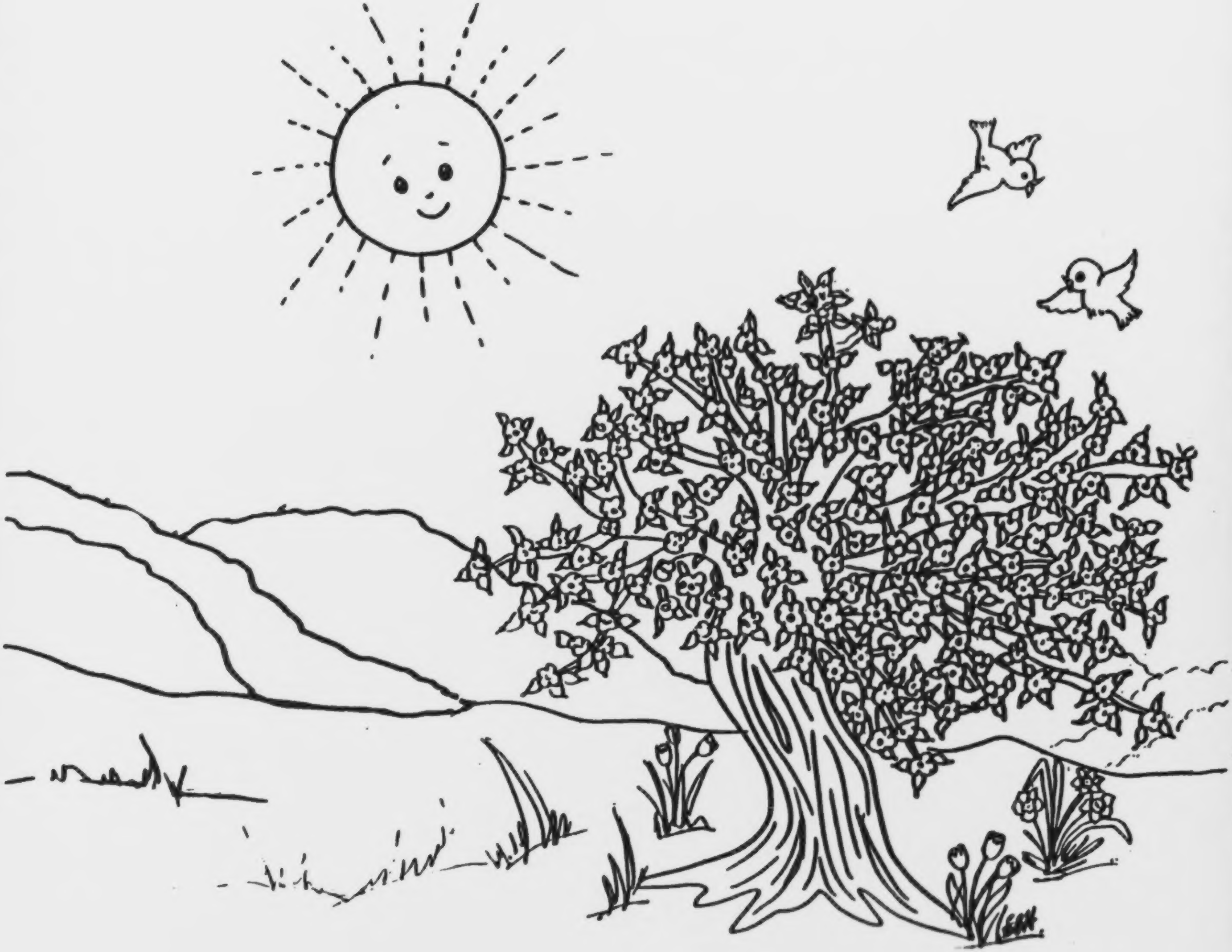
2 - De gros nuages gris montent dans le ciel. (p. 314)

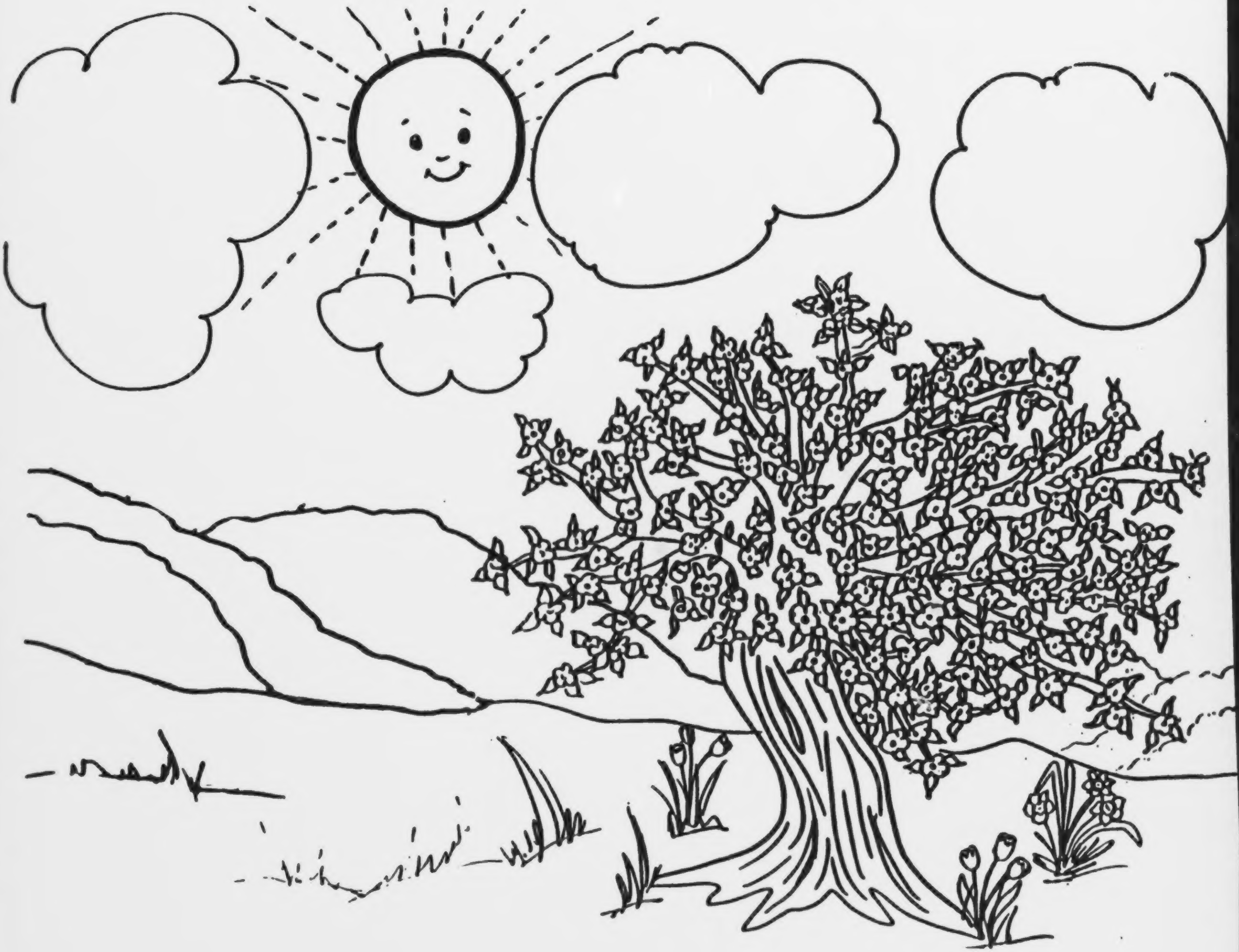
3 - Les gros nuages gris cachent le soleil. (p. 315)

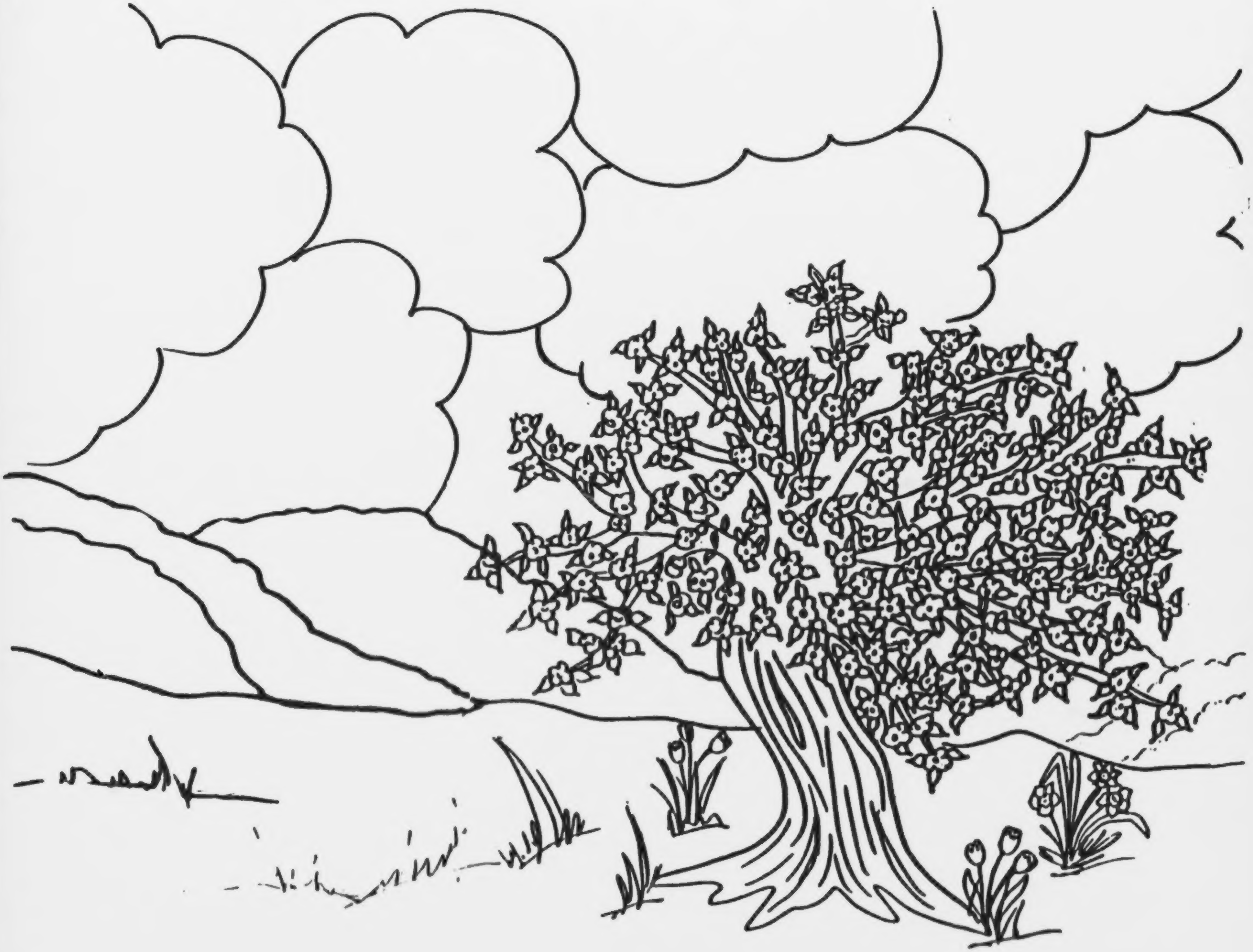
4 - La pluie tombe. (p. 316)
Plic, plic, plic.

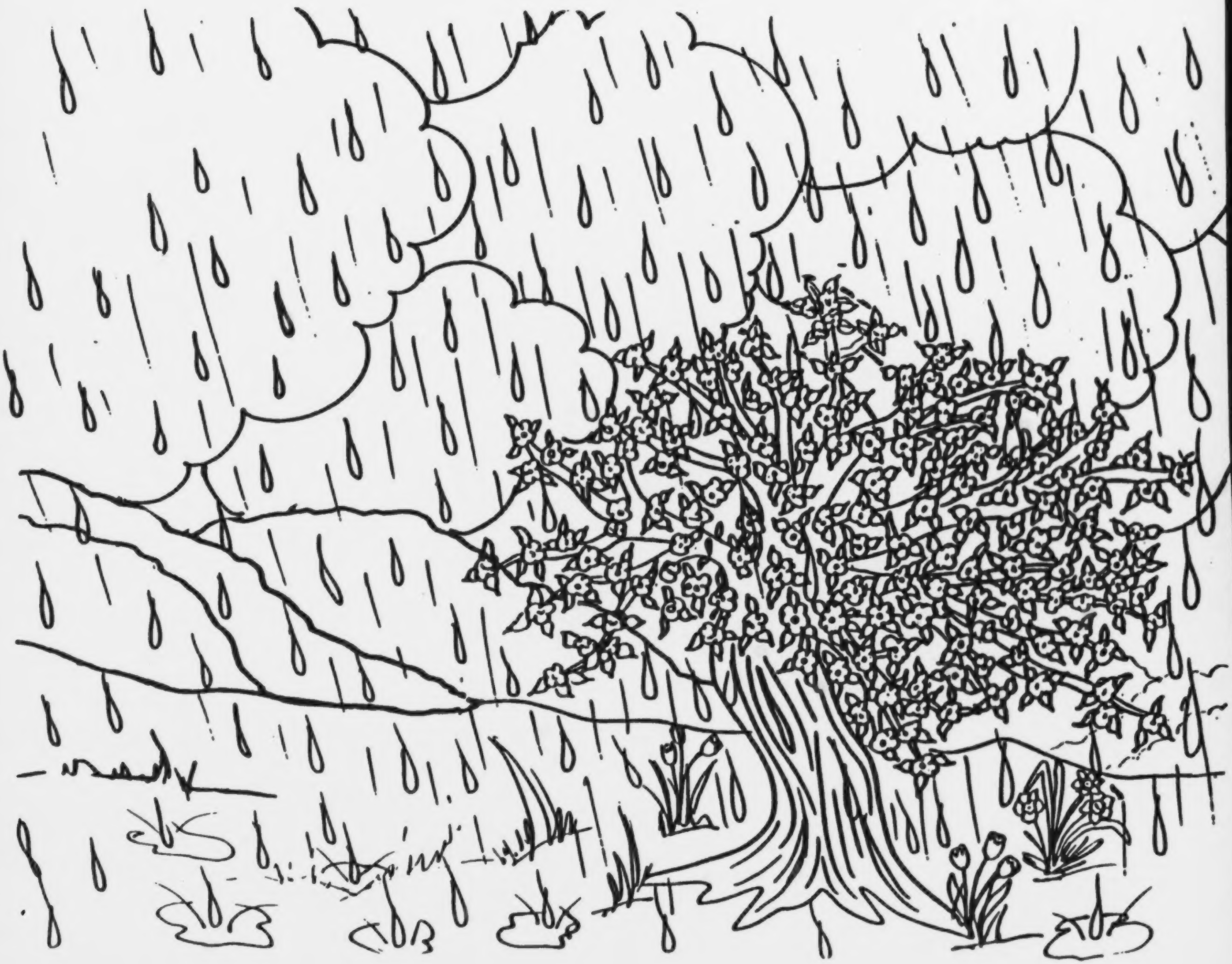
5 - Les gros nuages s'en vont. (p. 317)
Le soleil est content.

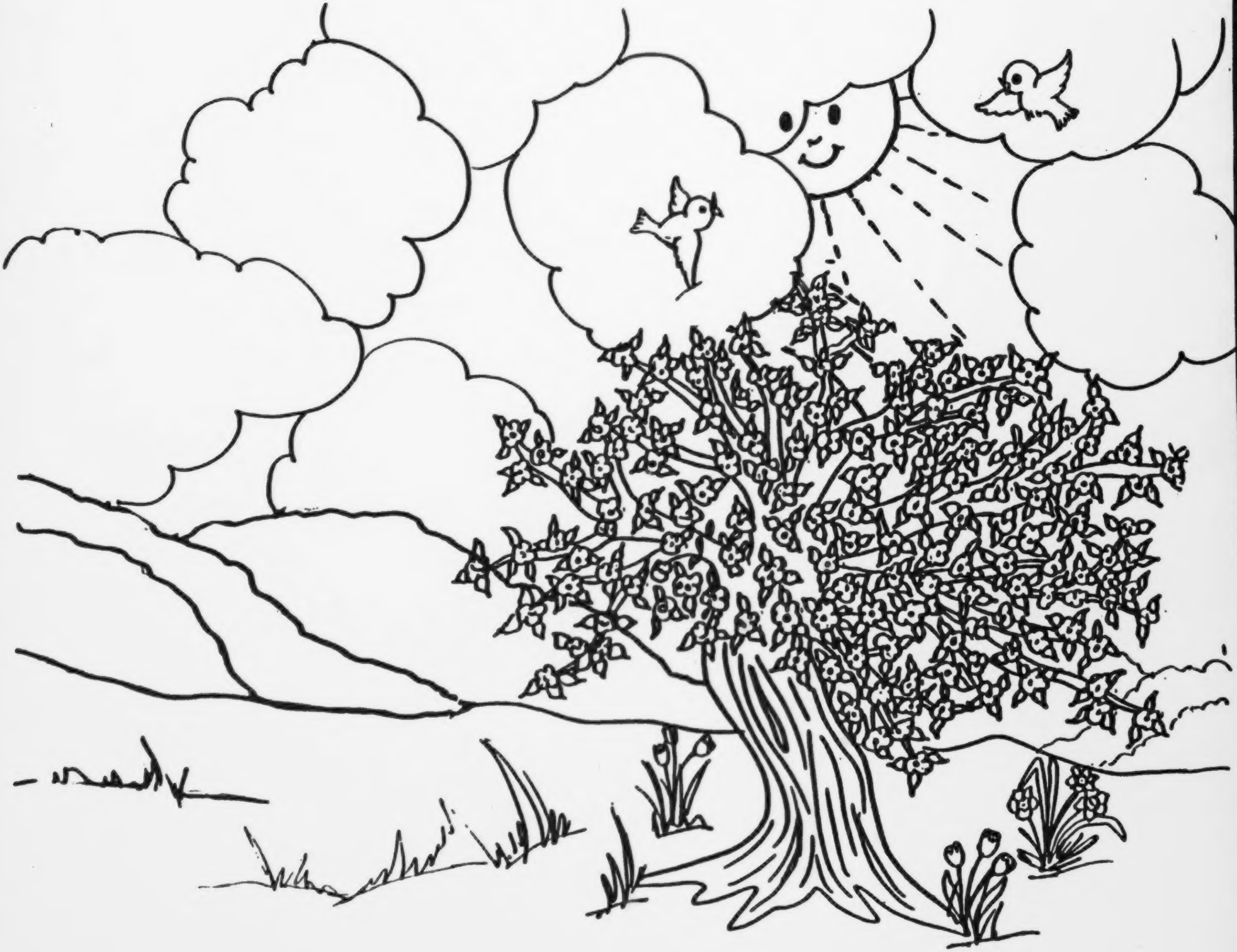
6 - Regarde le ciel! Quelles belles couleurs! (p. 318)
Qu'est-ce que c'est?
C'est un arc-en-ciel. Oh là là!

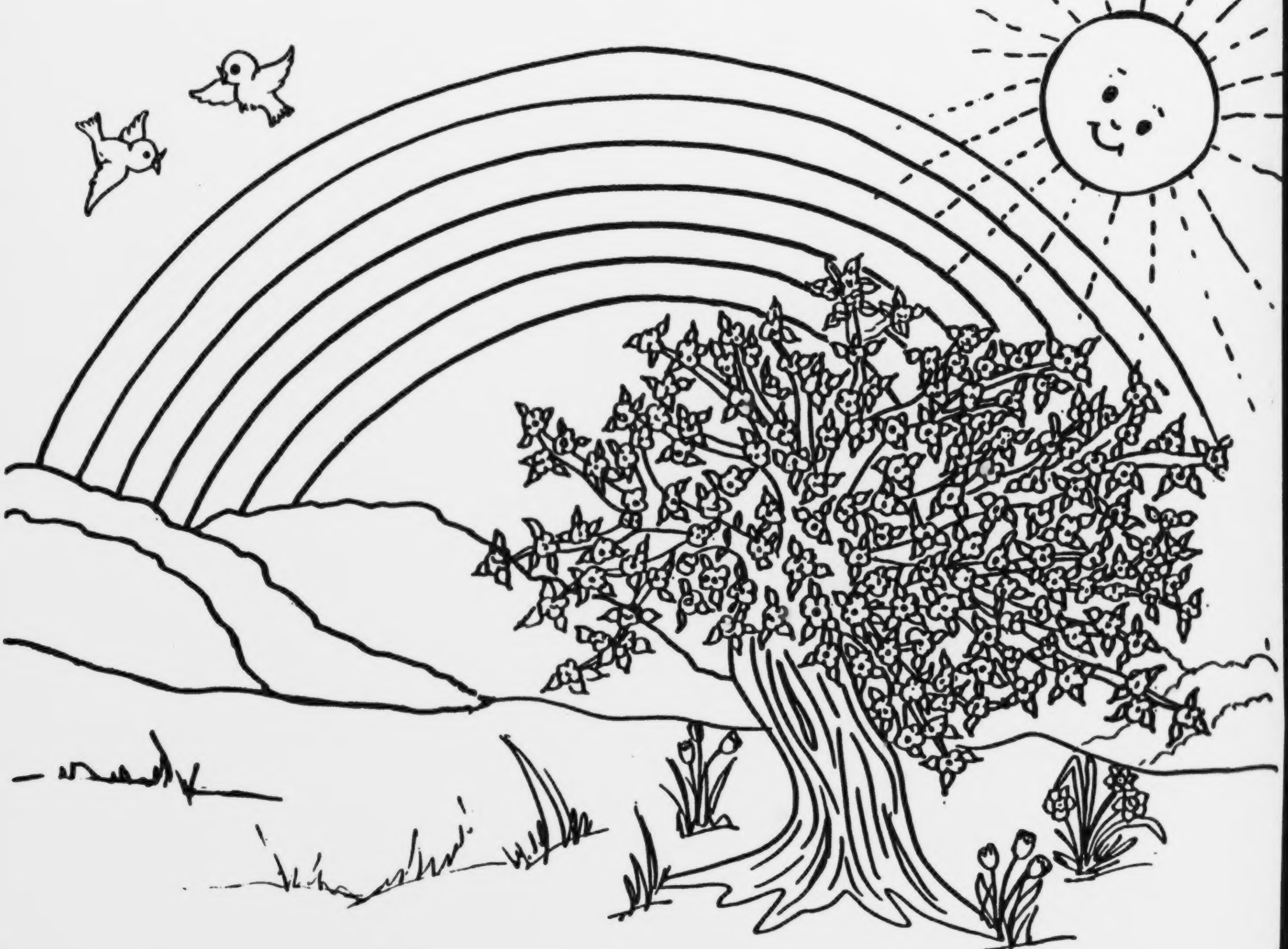












LES MOYENS

DE

TRANSPORT

2e année

COMPTINE

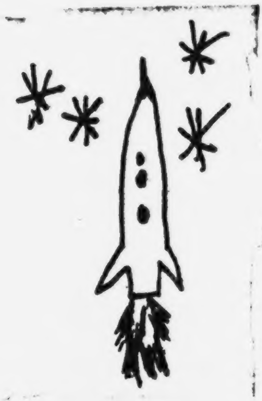
1. Do, di, do

Do, di, do,
L'avion est beau!
Do, di, di,
Il est parti!

Do, di, do,
Le train est gros.
Do, di, di,
Il est parti.

2. Venez dans ma fusée

Venez, venez, venez!
Montez dans ma fusée!
Venez, venez, venez!
Faire une grande tournée.



CHANSON

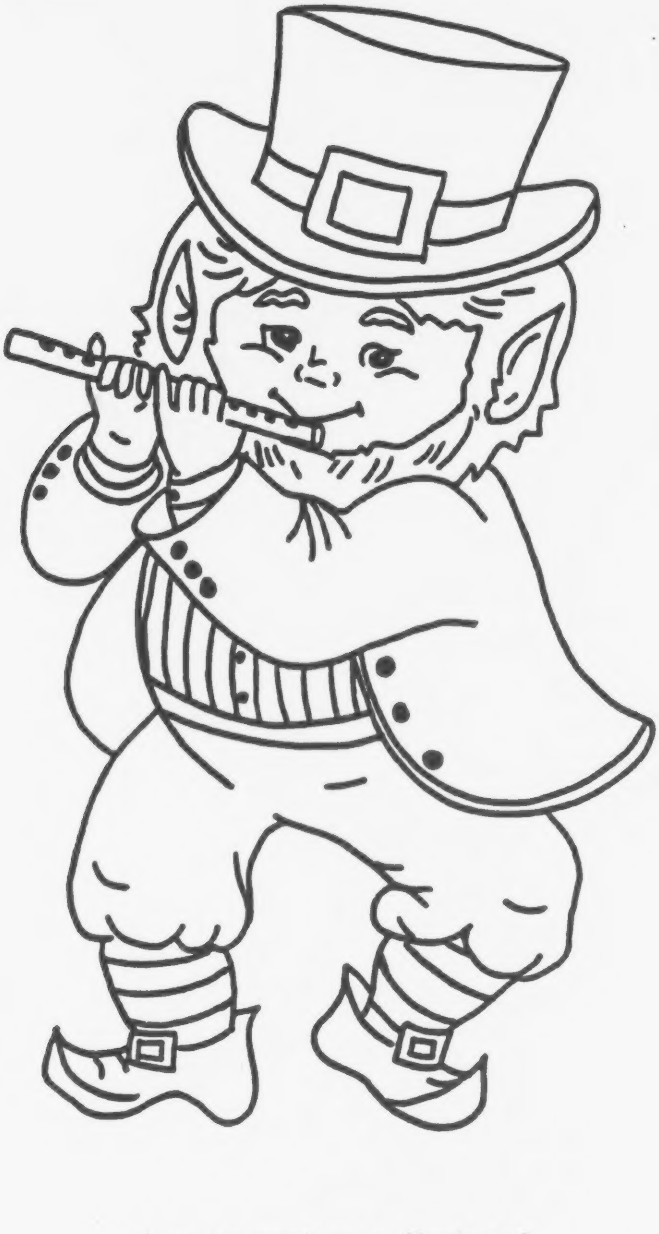
Les gens dans l'autobus

(Tune: People on the bus)

Les gens dans l'autobus
Montent et descendent,
Et desdendent,
Et descendent.
Les gens dans l'autobus
Montent et descendent
Pour aller en ville.

Le chauffeur dit:
"Vers l'arrière,
Vers l'arrière,
Vers l'arrière."
Le chauffeur dit:
"Vers l'arrière
Pour aller en ville."

Le jour de la St. Patrice



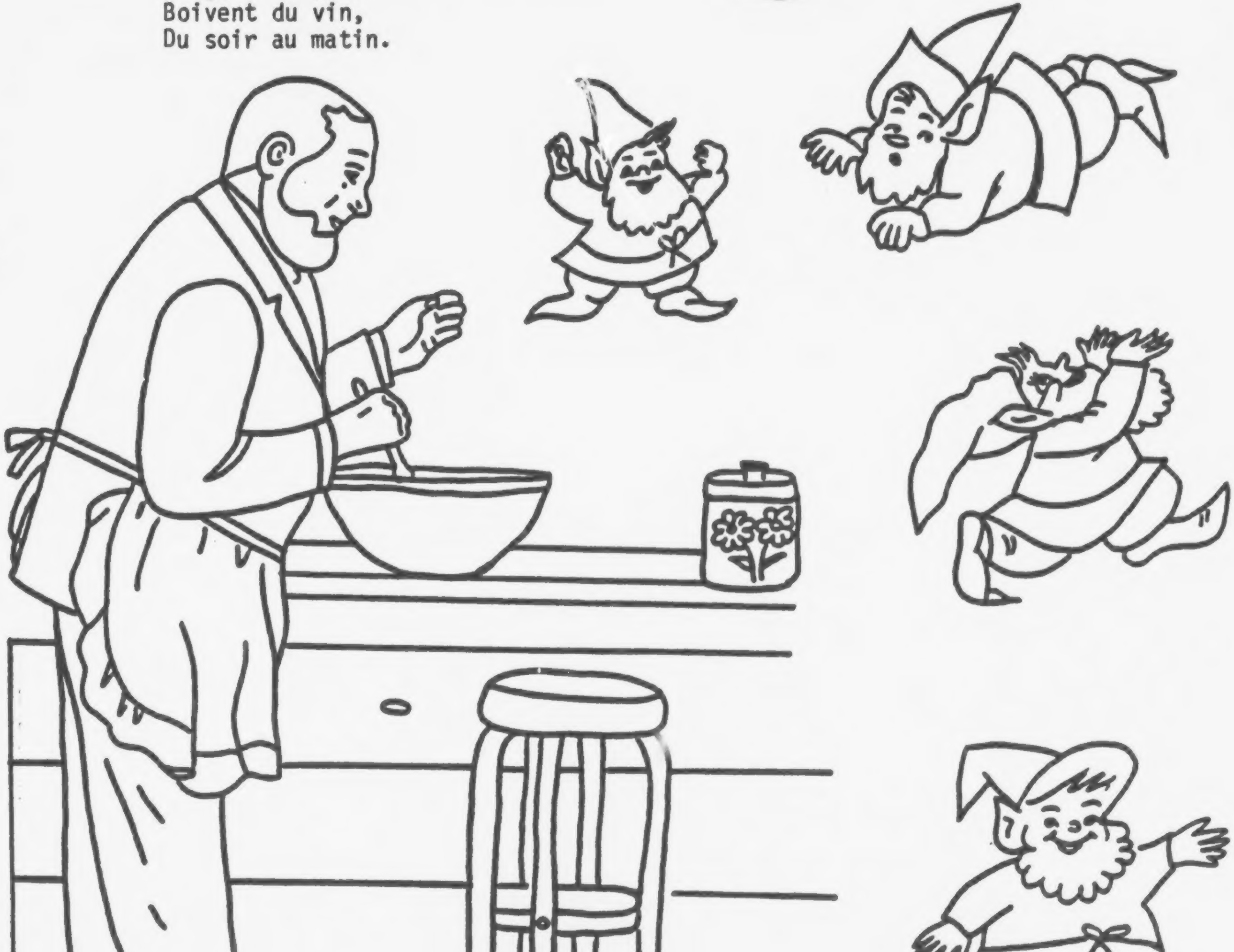
* to be used as a flashcard

2e année

Le Jour de la Saint-Patrice

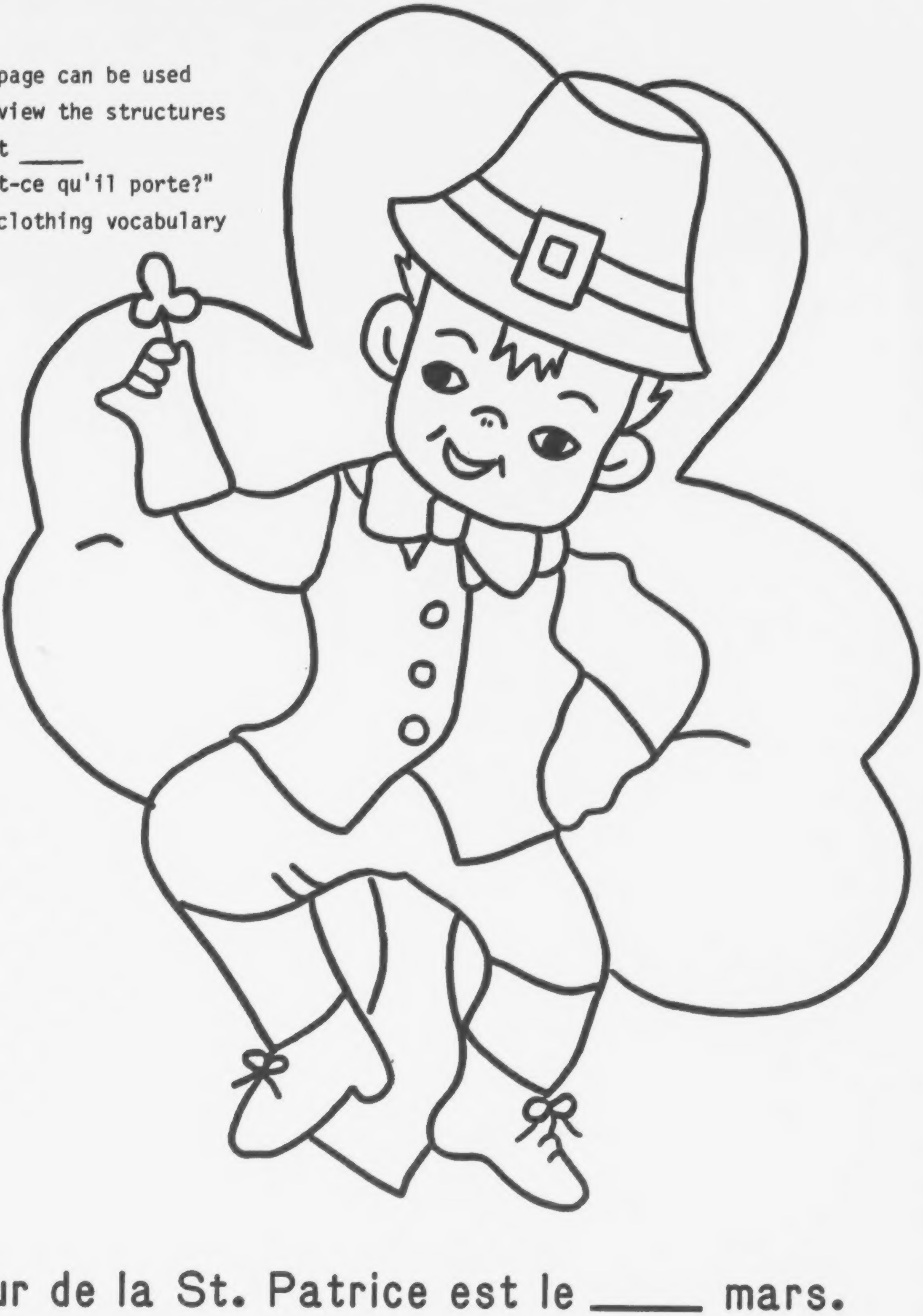
Comptine

Cinq petits lutins
Qui ont grand faim,
Dans la cuisine du Père Sylvain,
Mangent du pain
Boivent du vin,
Du soir au matin.



LE LUTIN

This page can be used
to review the structures
"C'est _____
Qu'est-ce qu'il porte?"
with clothing vocabulary



Le jour de la St. Patrice est le _____ mars.

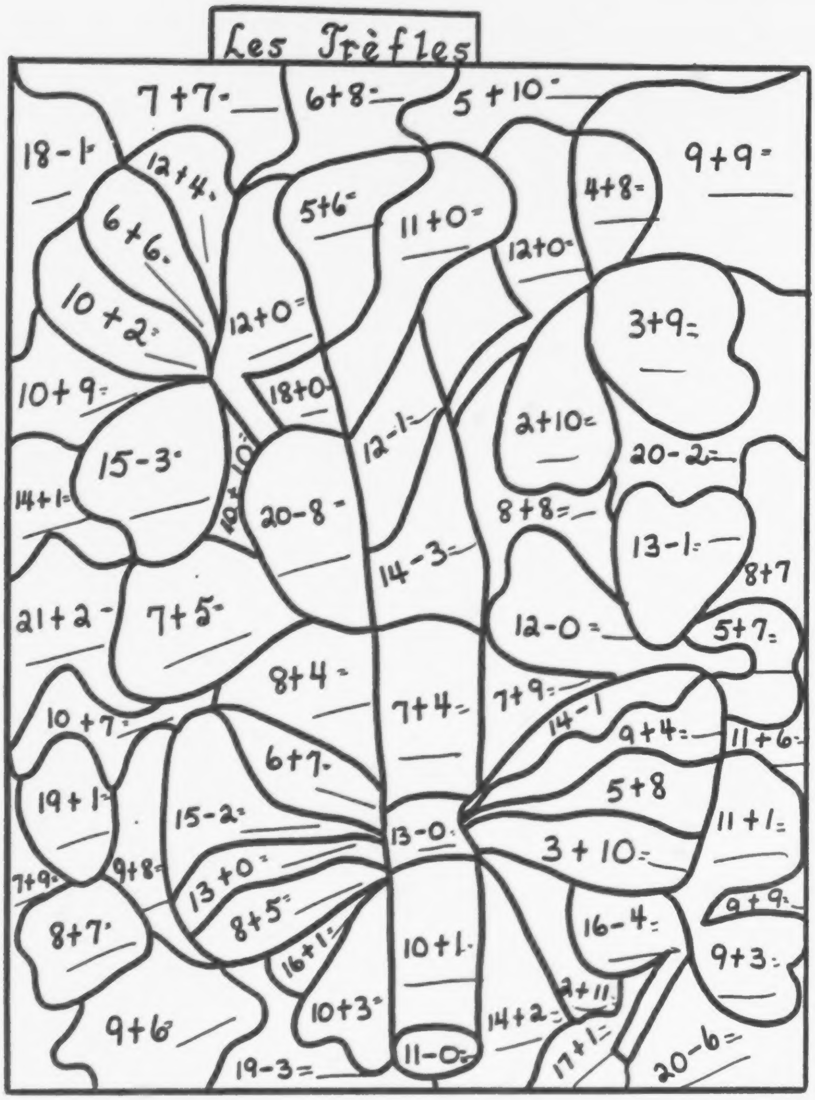
ACTIVITÉ

To reinforce the numbers and colours.

The teacher should have coloured paper on the board ledge with colour written on it. i.e. jaune

yellow
paper

Couleurs:
11 → brun
12 → vert
13 → jaune
14 et plus → blanc

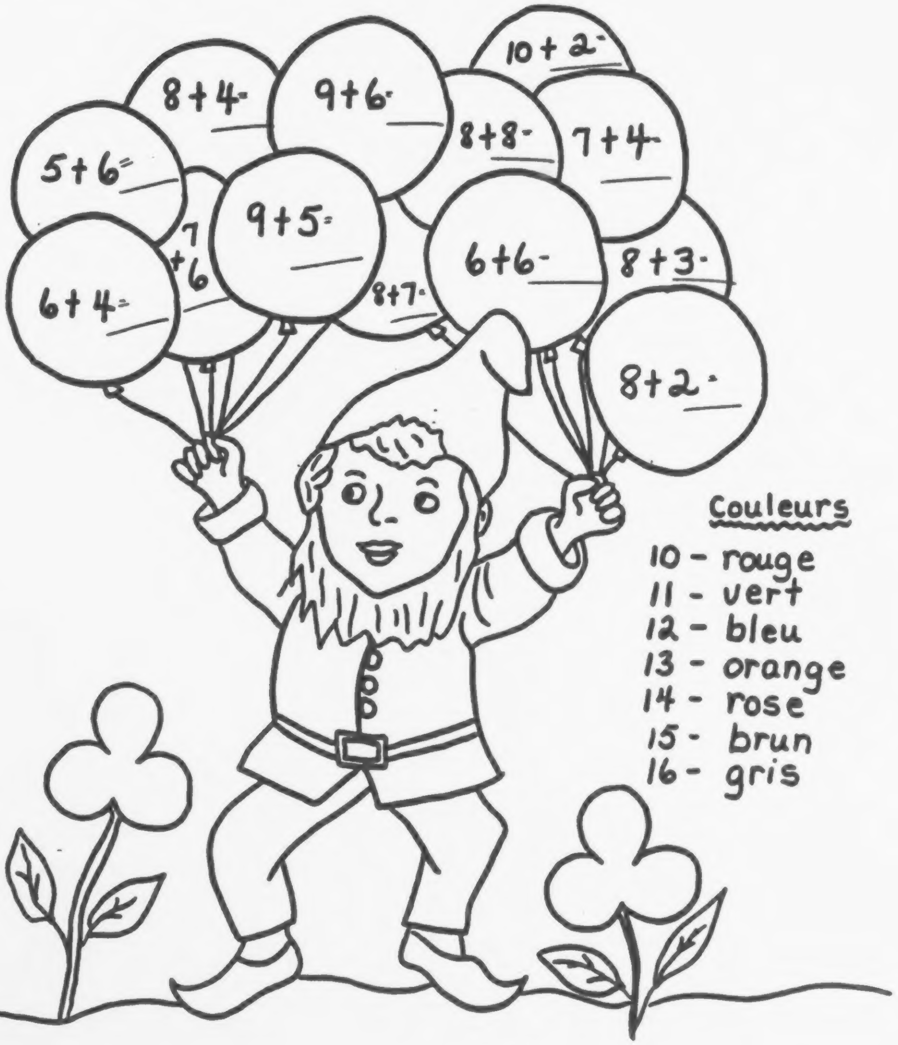

Les Trèfles
7+7=
6+8=
5+10=
18-1=
12+4=
9+9=
4+8=
6+6=
5+6=
11+0=
12+0=
10+2=
12+0=
3+9=
10+9=
18+0=
12-1=
2+10=
15-3=
10+10=
20-2=
14+1=
20-8=
8+8=
13-1=
14-3=
8+7
21+2=
7+5=
12-0=
5+7=
8+4=
7+4=
7+9=
14-1
10+7=
9+4=
11+6=
6+7=
19+1=
5+8
15-2=
11+1=
13-0=
3+10=
7+9=
9+8=
13+0=
9+9=
8+7=
8+5=
16-4=
9+3=
16+1=
10+1=
2+11=
9+6
10+3=
14+2=
17+1=
11-0=
19-3=
20-6=

ACTIVITÉ

To reinforce the numbers and colours.

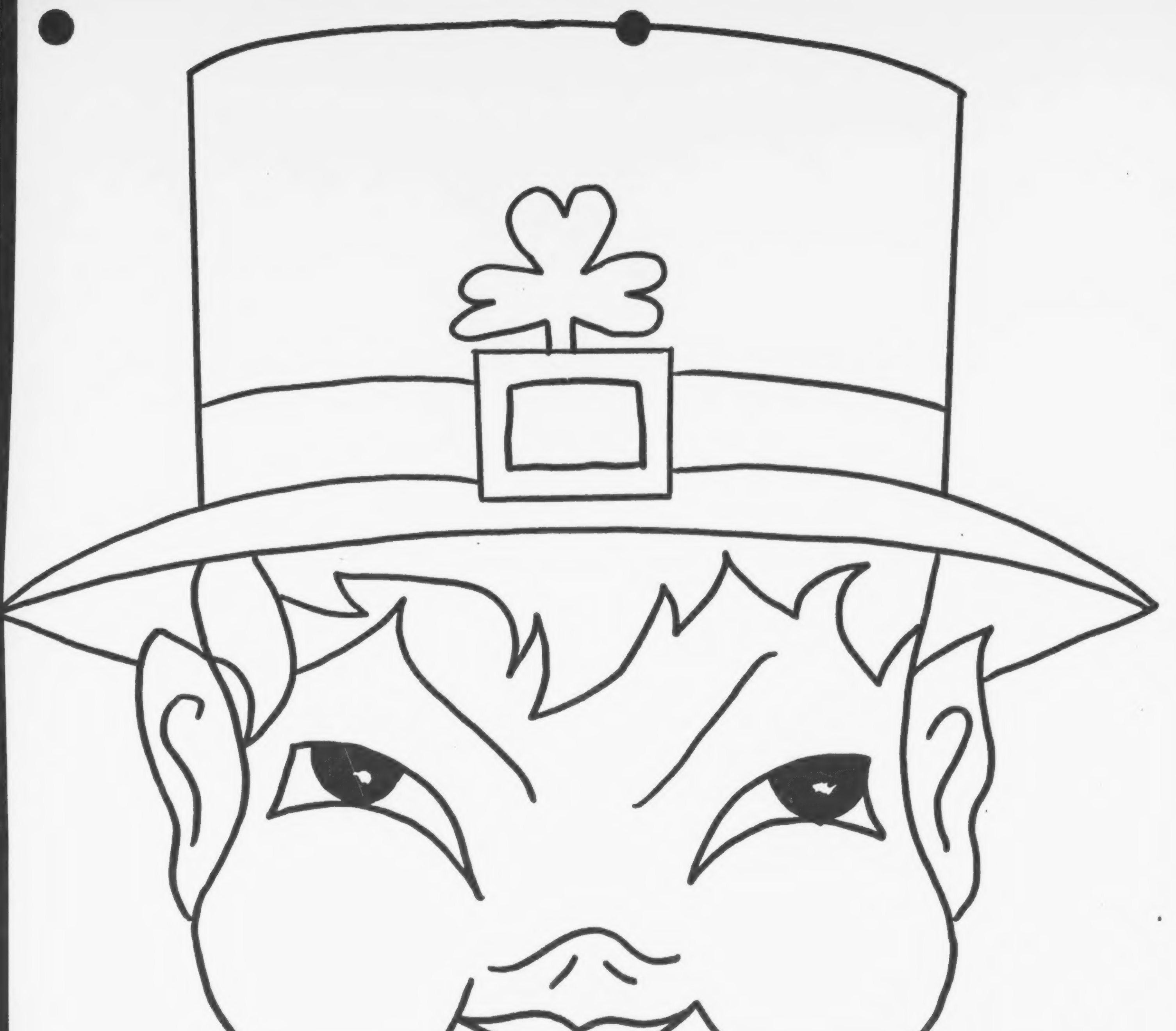
The teacher should have coloured paper on the board ledge with the colour written above it. i.e. bleu

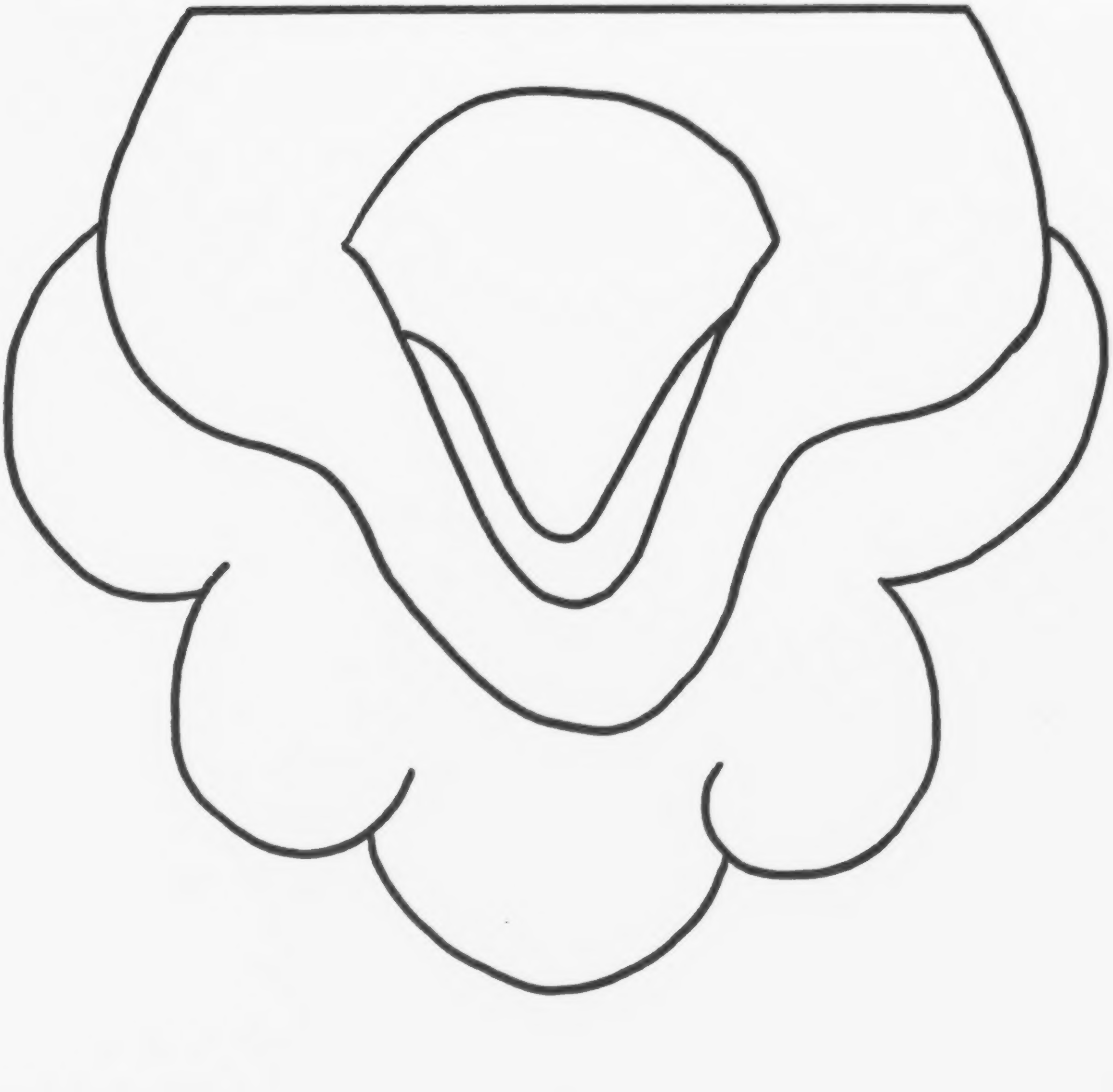
blue
paper


10 + 2=
8 + 4=
9+6=
8+8=
7+4=
5+6=
7
+6
9+5=
6+6=
8 + 3=
6+ 4=
8+7=
8+2=

Couleurs

10 - rouge
11 - vert
12 - bleu
13 - orange
14 - rose
15 - brun
16 - gris





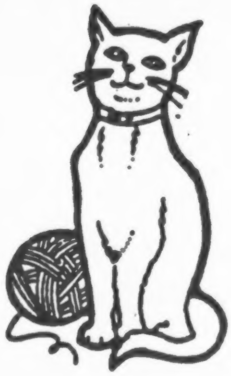
A
V
R
I
L

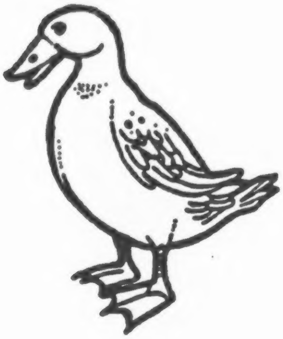
Note to teacher:

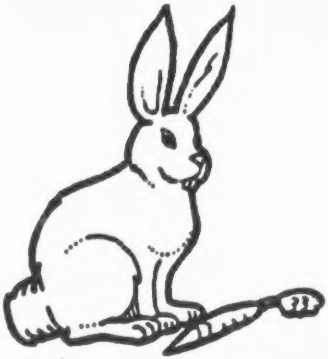
You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

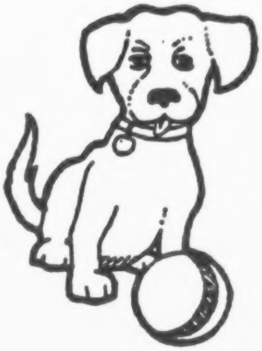
1. Les animaux de la ferme
2. Pâques

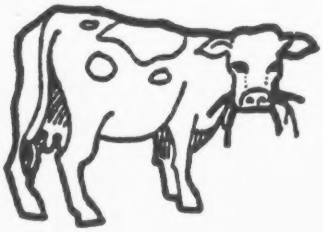


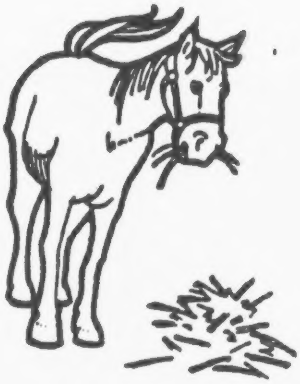


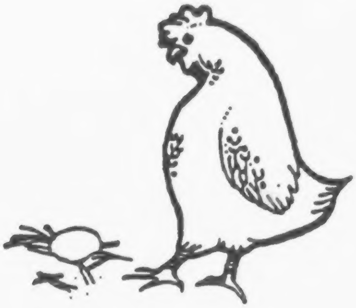


LES ANIMAUX DE LA FERME









* Dessins tirés de "Carte Blanche" par Addison-Wesley.

2e année

COMPTINES

1. Rond, rond, rond

Rond, rond, rond:
La queue du cochon.
Ri, ri, ri:
La queue d'une souris.
Ra, ra, ra:
La queue du gros rat.

2. La poule grise

La poule grise est fière
De ses petits poussins
Qui marchent par derrière
Dans le petit jardin.

3. Minou mange la souris

É, é, é
Minou a mangé
I, i, i,
La petite souris
Oh, là, là.

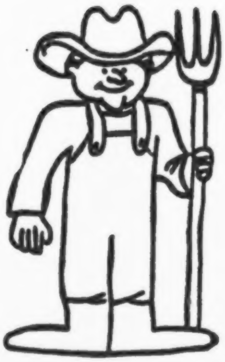
CHANSONS

1. Baa Baa Mouton Noir
(Tune: Baa Baa Black Sheep)

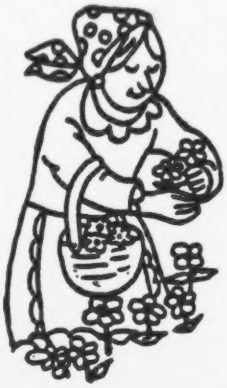
Baa, Baa, Mouton noir
As-tu de la laine?
Oui monsieur, oui monsieur
Trois poches pleines
Une pour le maître
Une pour la belle
Une pour le petit garçon
Qui vit dans la ruelle.

Le fermier dans le pré

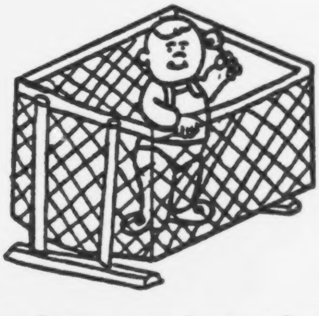
(Tune: Farmer in the dell)



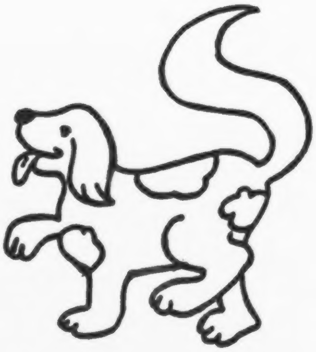
Le fermier dans le pré.(2)
Ohé Ohé Ohé Ohé
Le fermier dans le pré.



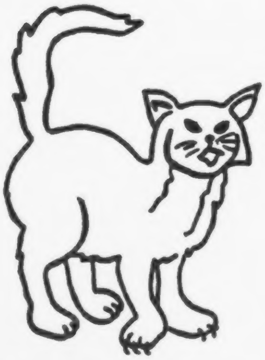
Le fermier prend une femme.(2)
Ohé Ohé Ohé Ohé
Le fermier prend une femme.



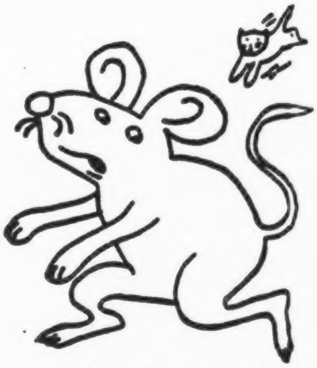
La femme prend un enfant.(2)
Ohé Ohé Ohé Ohé
La femme prend un enfant.



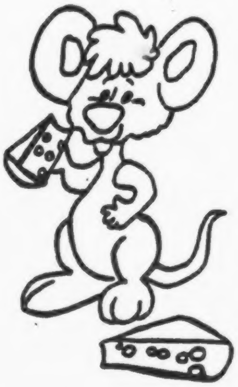
L'enfant prend un chien.(2)
Ohé Ohé Ohé Ohé
L'enfant prend un chien.



Le chien prend un chat.(2)
Ohé Ohé Ohé Ohé
Le chien prend un chat.



Le chat prend une souris.(2)
Ohé Ohé Ohé Ohé
Le chat prend une souris.



La souris prend le fromage.(2)
Ohé Ohé Ohé Ohé
La souris prend le fromage.

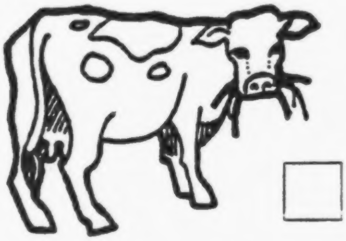
Le fromage est mangé.(2)
Ohé Ohé Ohé Ohé
Le fromage est mangé.

ACTIVITÉ

To review numbers and animals.

The teacher calls out a number and an animal. The students put the correct numbers in the box beside the animal. i.e.: "le cheval – numéro trois"

* When correcting, the opposite can be done in order to practice the numbers. For example: "le cheval, c'est quel numéro?"



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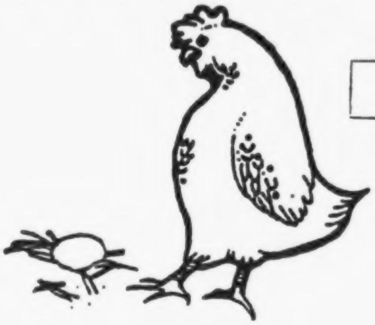

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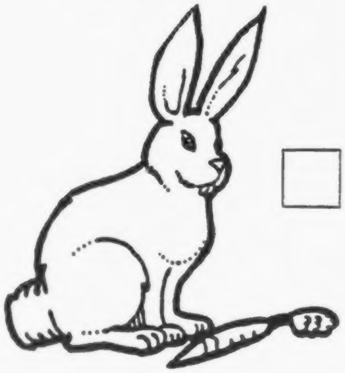

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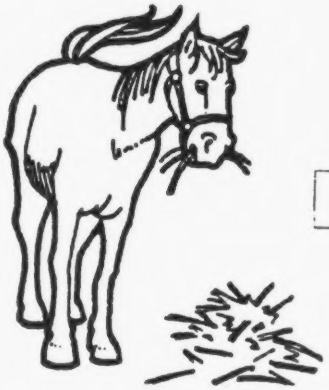

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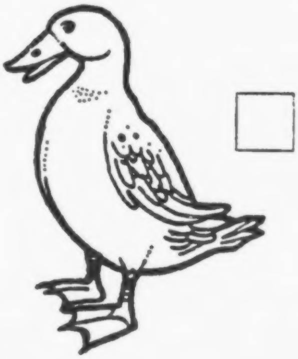

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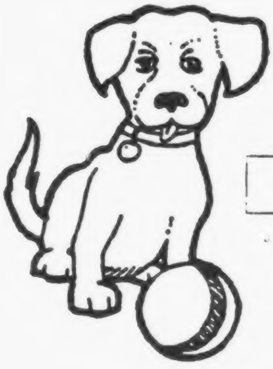


☐

Activity: Spin and win

The purpose of this activity is to review vocabulary that has already been presented.

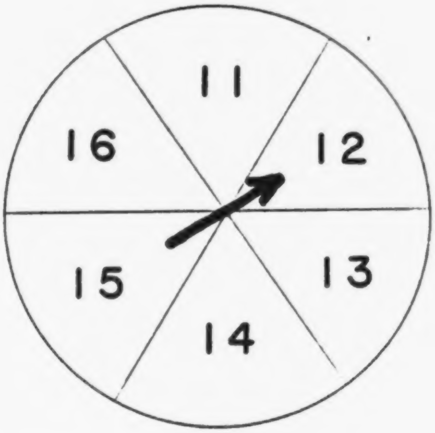
Material needed: heavy poster paper
butterfly pin

Using the sample wheels provided, make a larger version of the circle and the arrow on poster paper. Cut out and laminate. Attach the arrow with the butterfly pin.

Instructions:

The student spins the arrow. When it stops, he or she must identify the vocabulary.

Example:

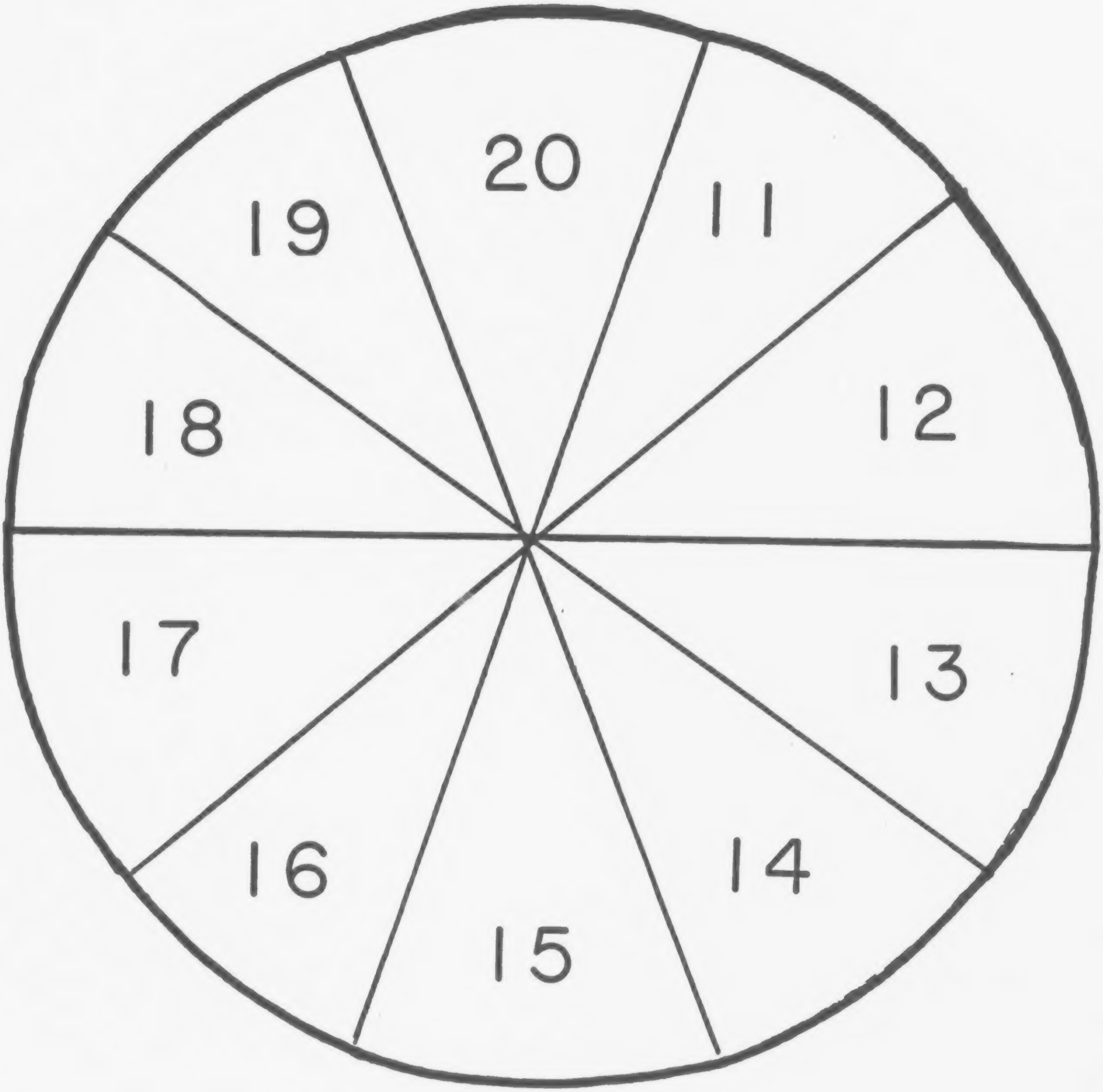


C'est numéro douze.

The first few times that this activity is presented, the teacher may wish to provide the answer in her question.

Example: C'est numéro 11 ou numéro 12?

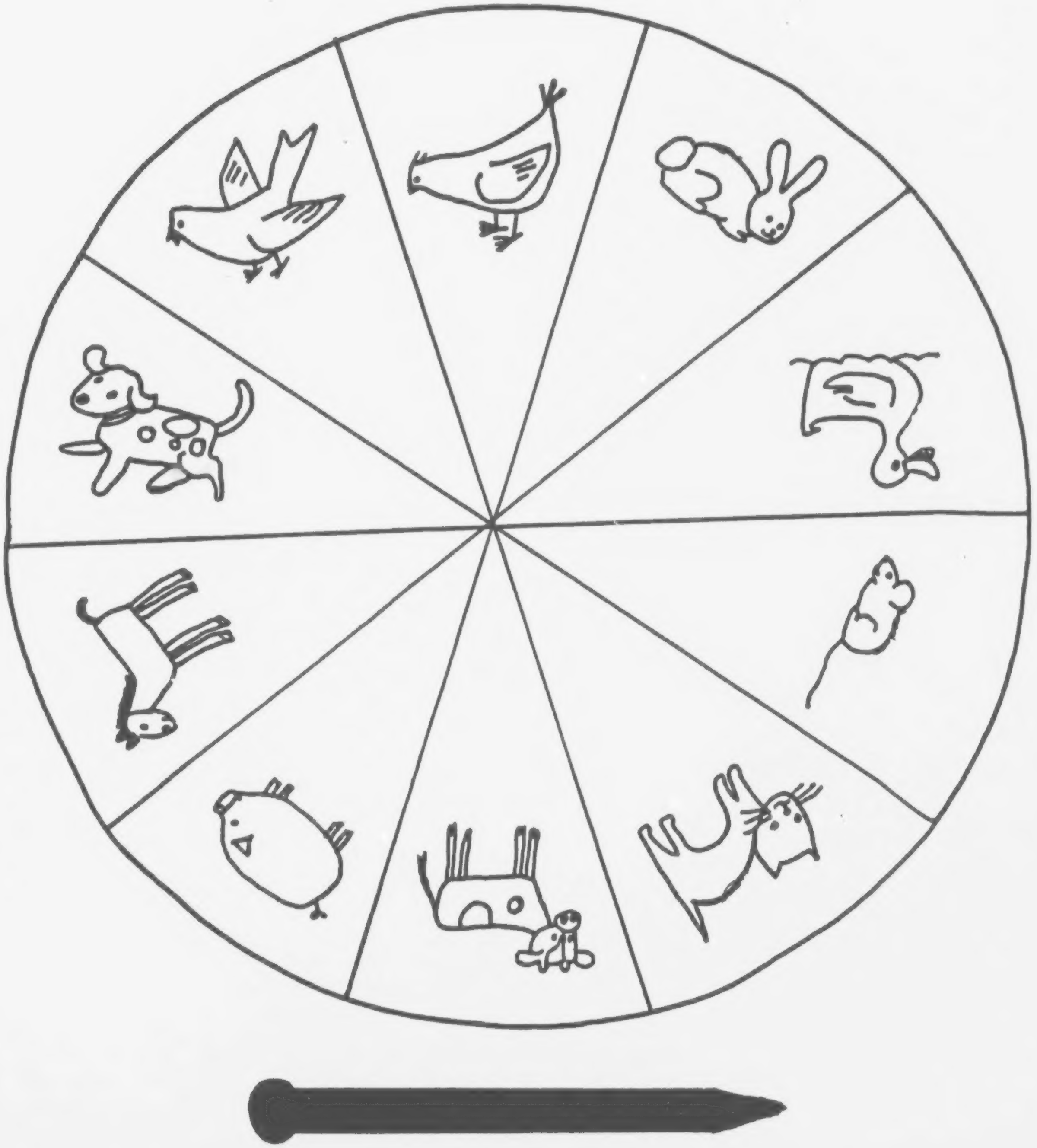
SPIN AND WIN


20
11
12
13
14
15
16
17
18
19

Activité

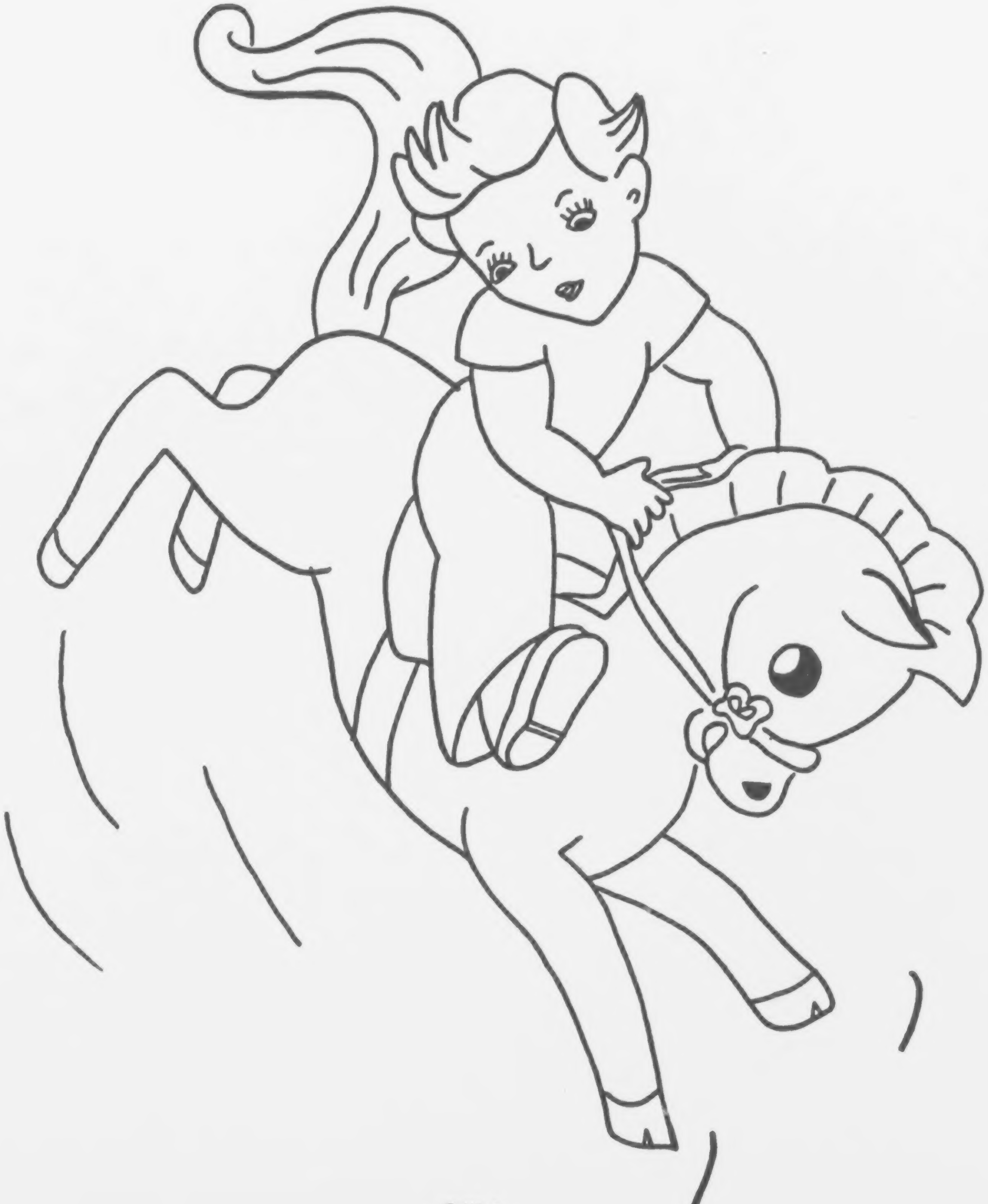
La grande roue des animaux

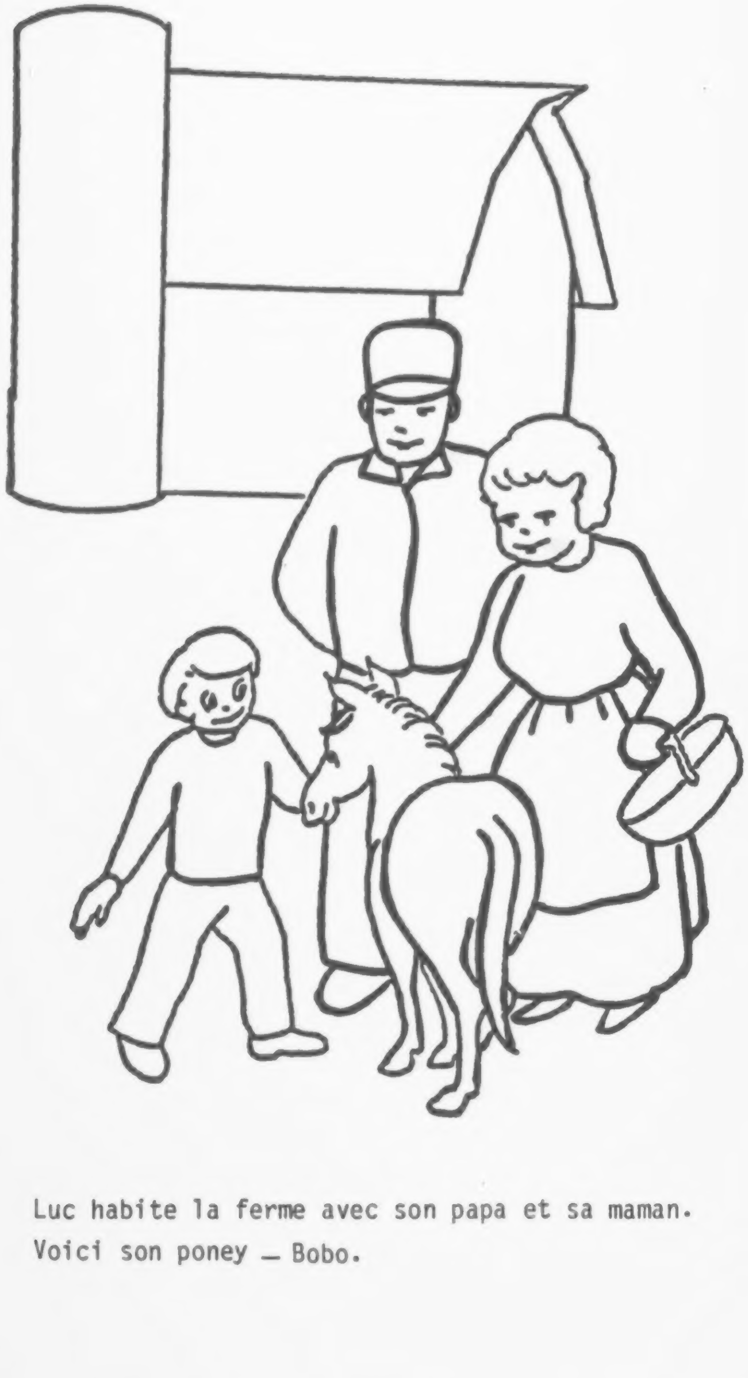
For complete instructions see page 334.



CONTE

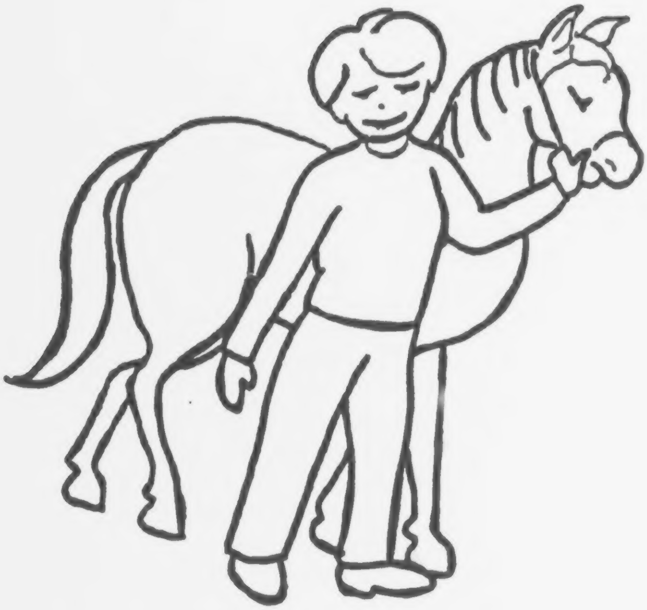
LUC ET SON PONEY





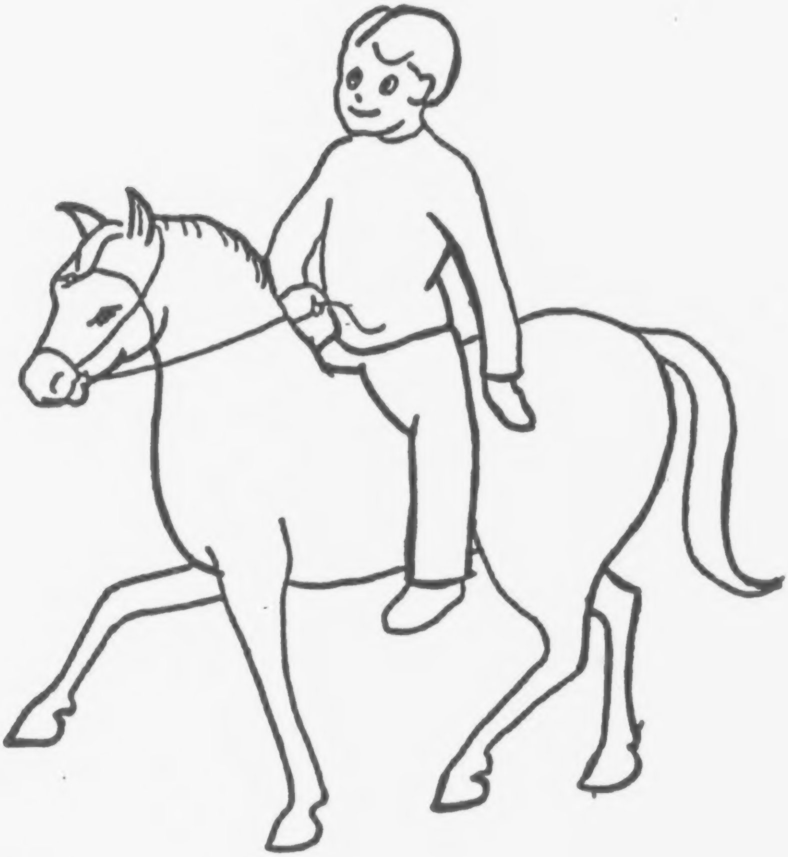
Luc habite la ferme avec son papa et sa maman.
Voici son poney — Bobo.

Il adore son poney.

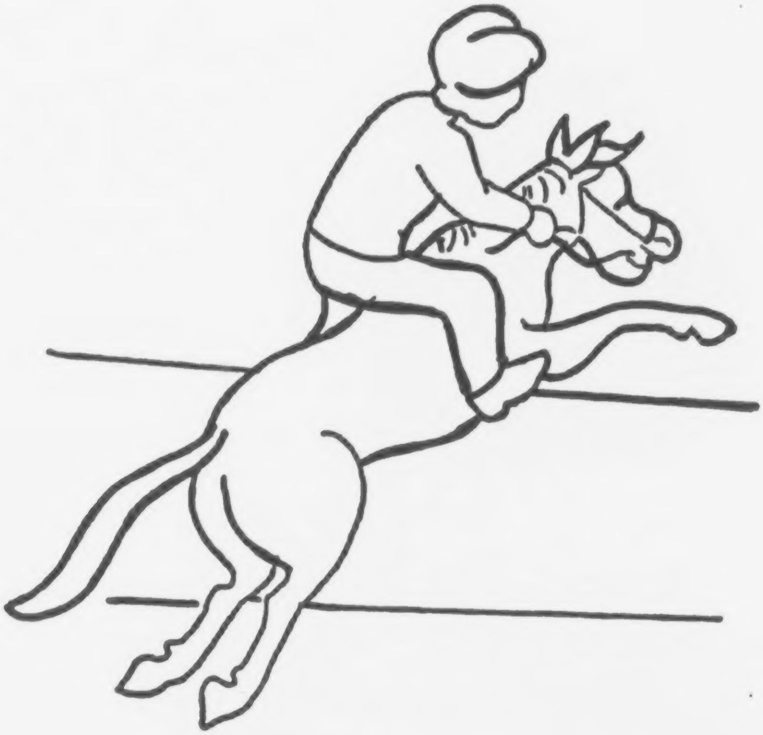


Bobo est petit et très gentil.

Voici Luc avec son poney.

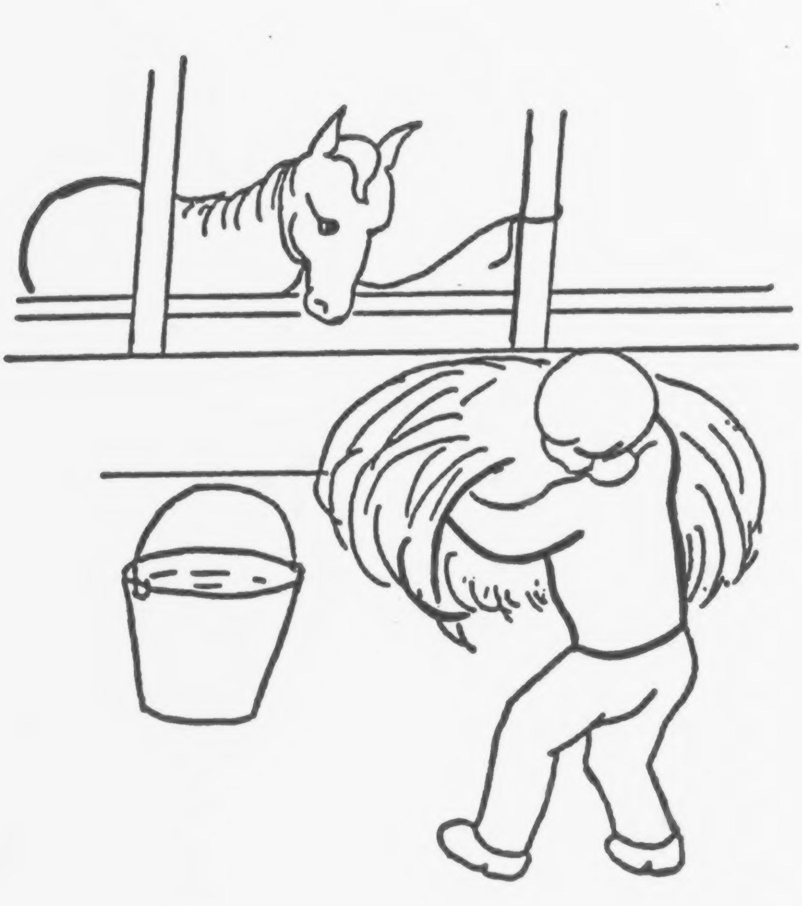


Ils font une promenade.

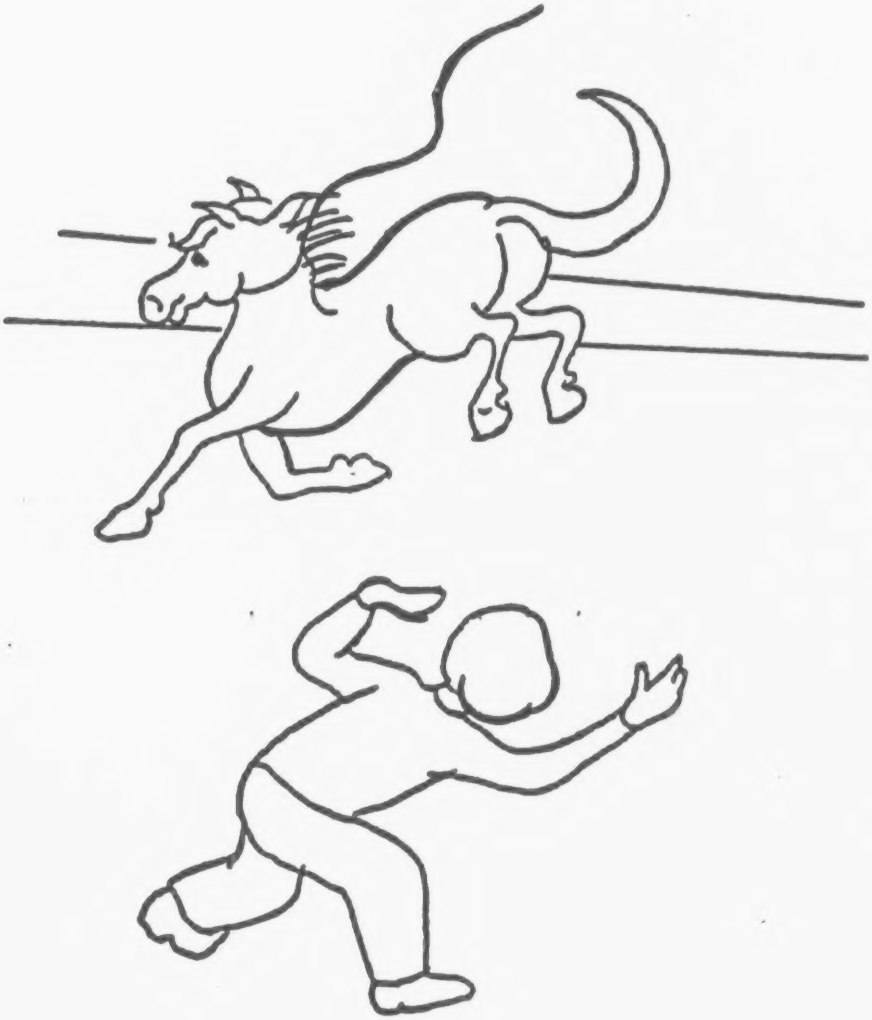


Bobo court vite.
Luc et Bobo sautent très haut.

Luc dit, "Tu as faim, Bobo?"
"Voici ton dîner."

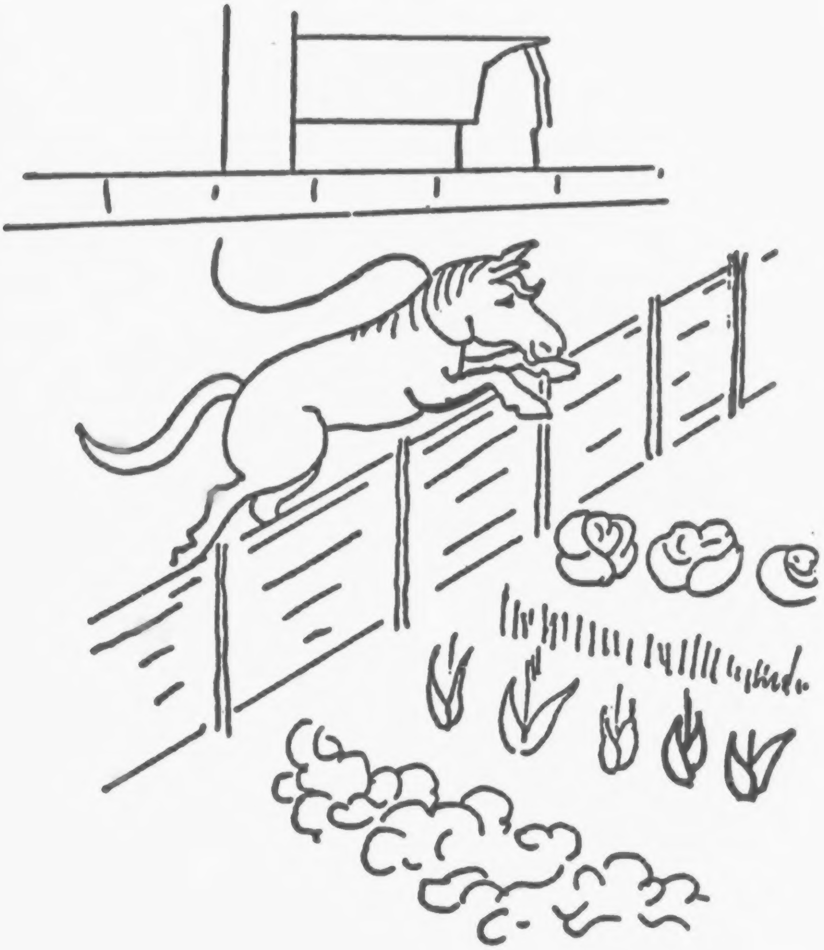


Bobo galope vite.



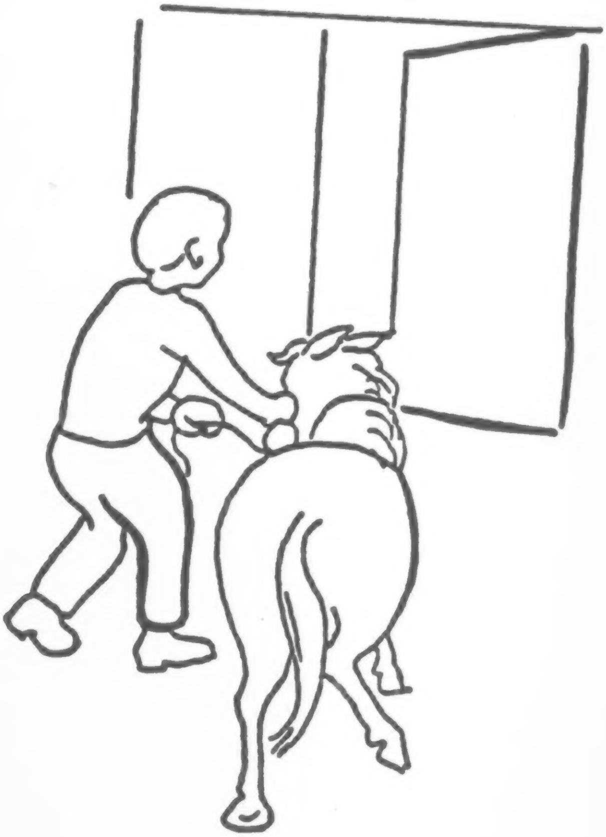
— Bobo, viens ici, crie Luc.

Mais, Bobo saute dans le jardin.

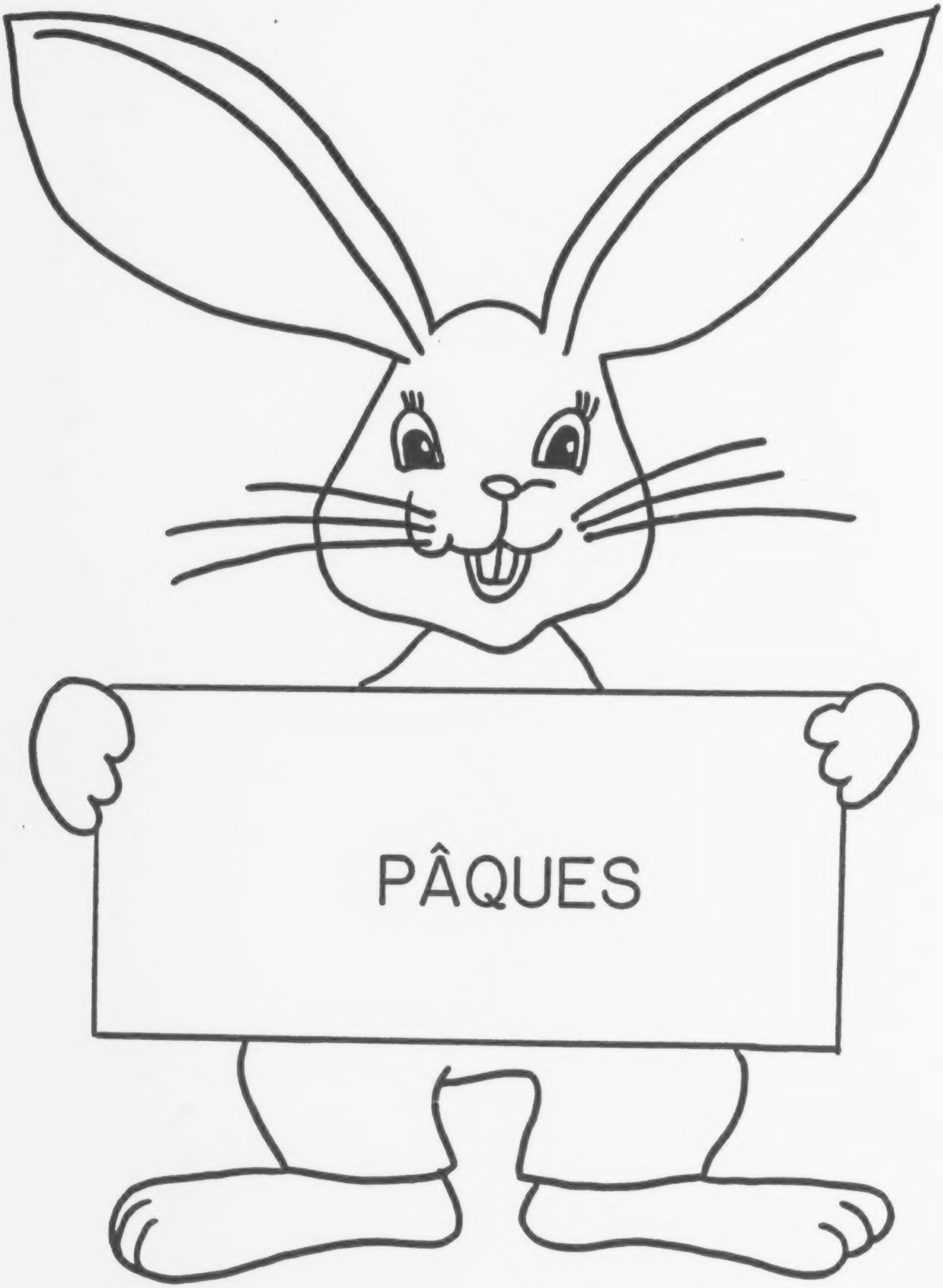


"Non, Bobo! Arrête!" crie Luc.

Bobo est fatigué.



"Va te coucher, Bobo! Bonne nuit! Ã demain."


PÂQUES

2e année

COMPTINES

1. Mon lapin blanc

Il est petit,
Rond, blanc et doux.
Il mange de l'herbe,
Du pain, du chou.
De grandes oreilles,
Une petite queue.
Il a des pattes.
Voilà ses yeux.

2. Le lapin de Jules

Jules a un petit lapin.
Un petit lapin tout blanc,
Qui saute tous les matins,
Dans la cour et dans le champs.
Saute, saute, lapin blanc.
Saute, saute dans le champs.

CHANSON

1. Saute, saute mon lapin

(Tune: Savez-vous planter les choux?)

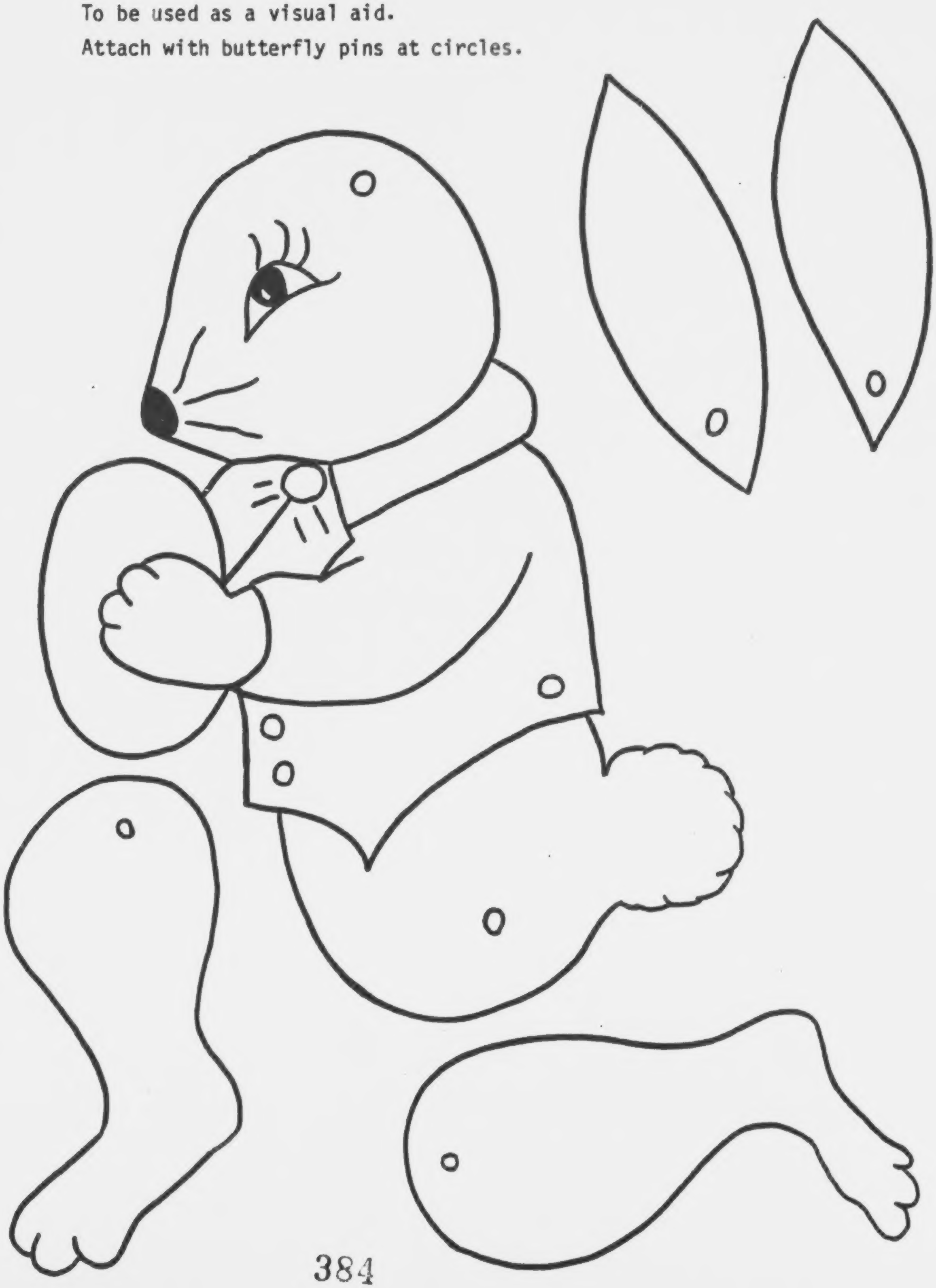
a) Saute, saute mon lapin,
À la mode, à la mode.
Saute, saute mon lapin,
À la mode des lapins.

b) Saute, saute chaque matin.

c) Saute, saute sous le sapin.

PIERROT

To be used as a visual aid.
Attach with butterfly pins at circles.

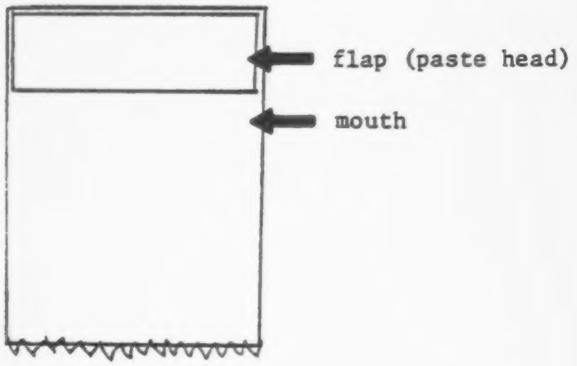


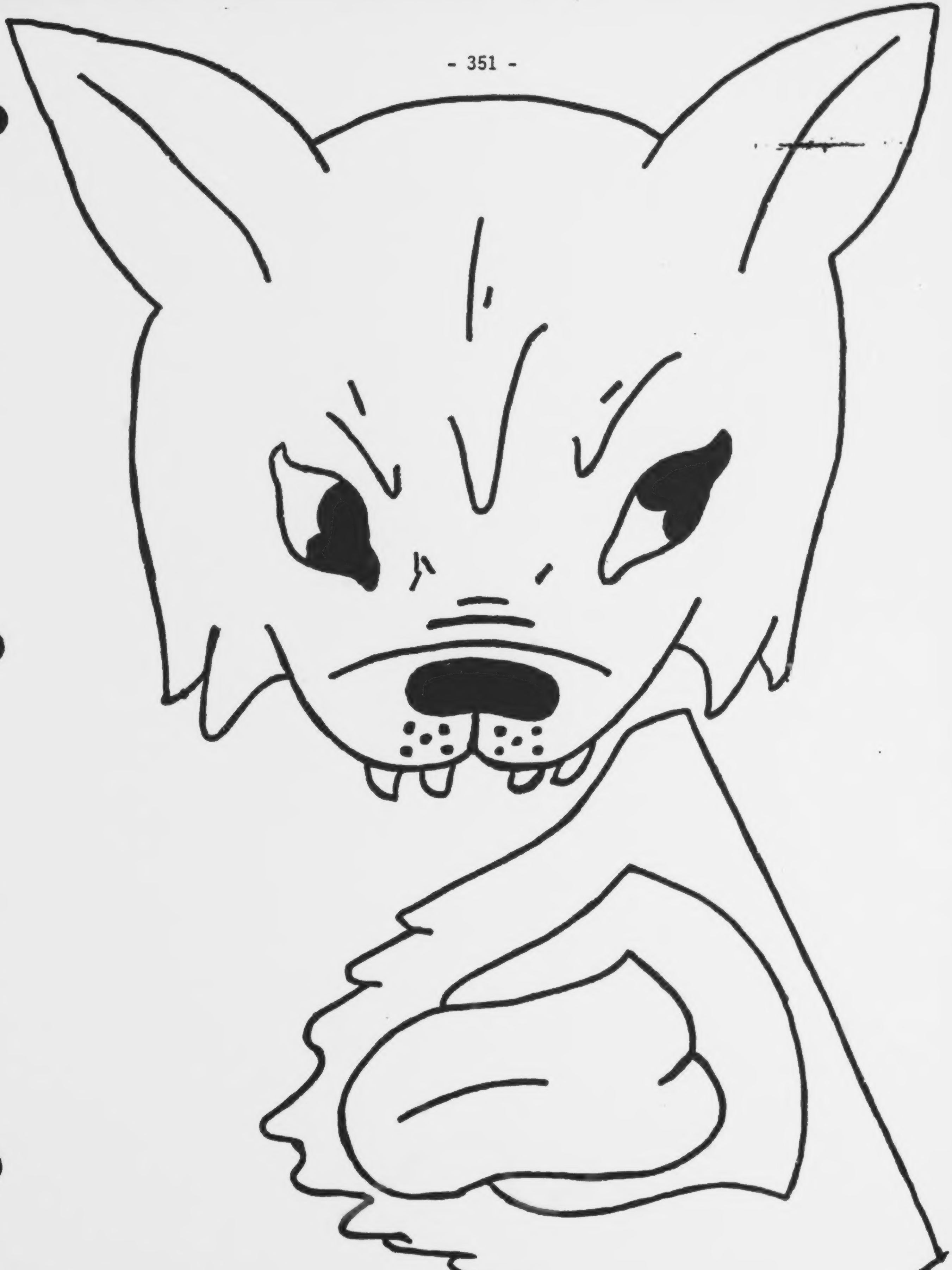
ACTIVITÉ

Paper Bag Puppet

Material needed: lunch size paper bag
scissors
glue
puppet face (see page 351)

Method: Color puppet face and cut out. Paste head on flap of paper bag. Paste mouth under flap.



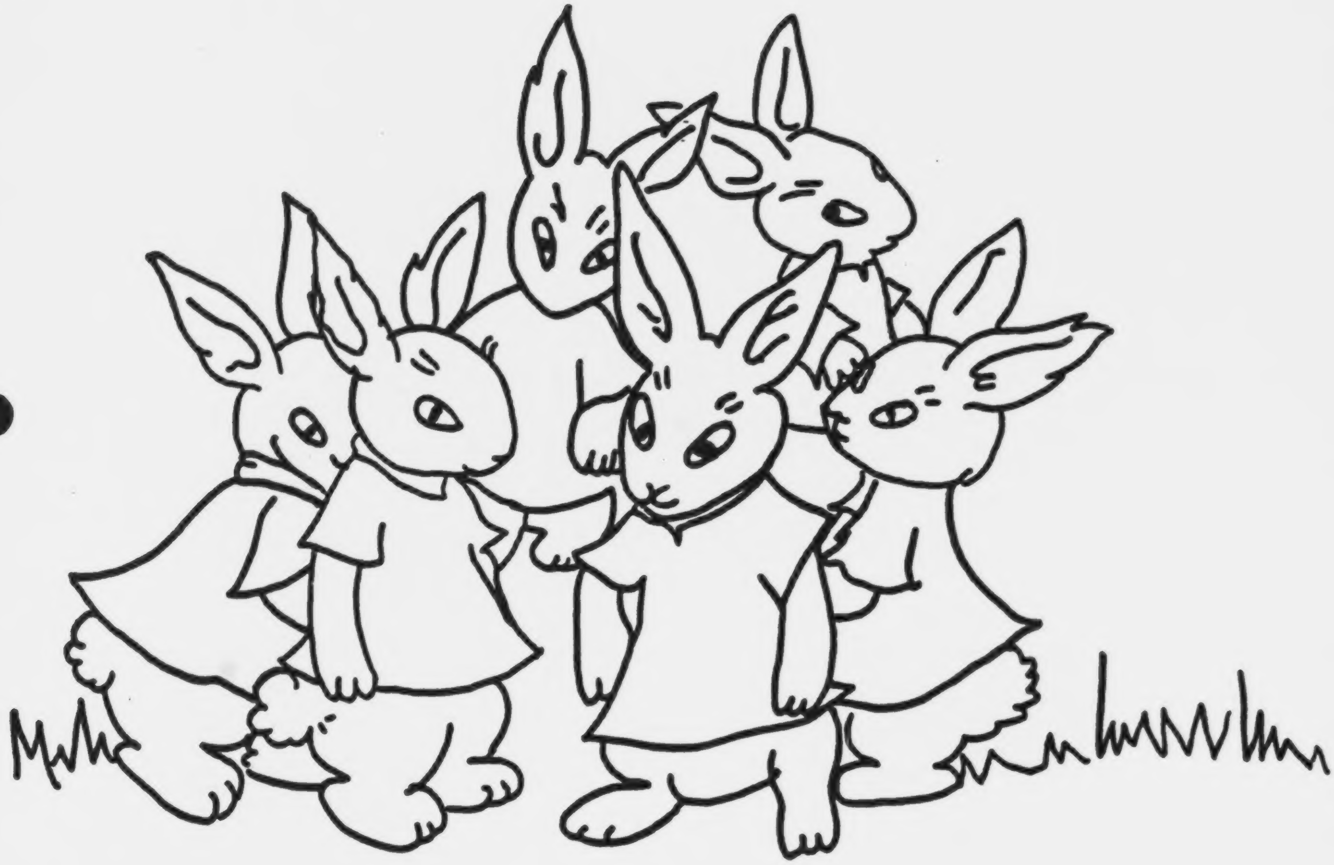


CONTE

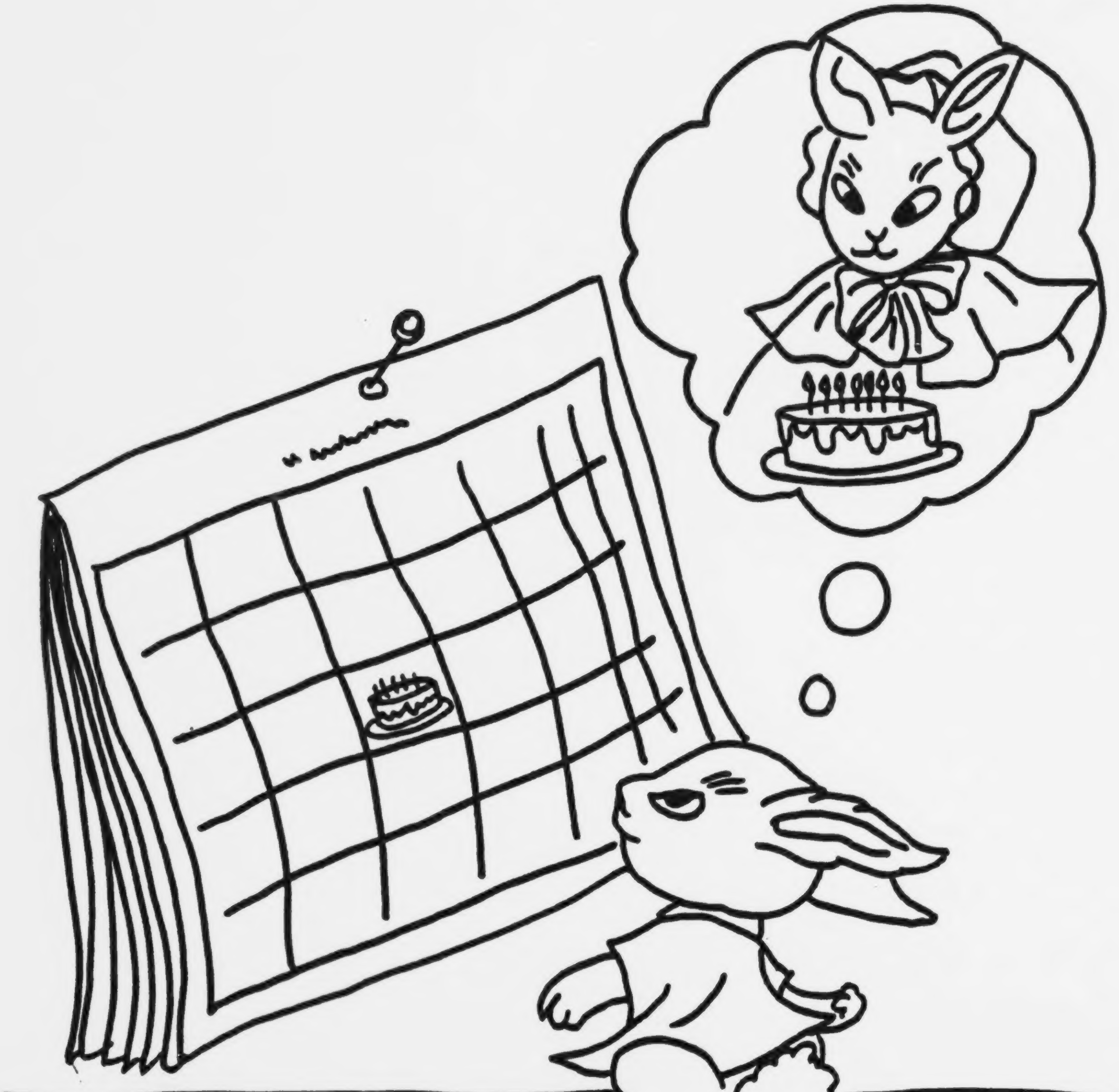
LE POUSSIN DE PÂQUES

(This story lends itself very well to being performed by the students. The rest of the class may be the narrator.)

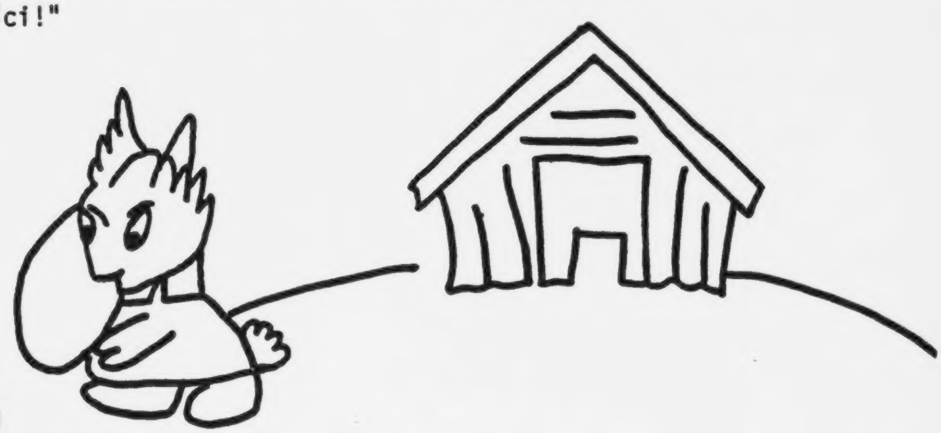
Il était une fois six petits lapins: Lola, Finfin, Blanchot, Nina, Tiki et Pierrot.



Un jour, Finfin regarde le calendrier.
Finfin dit: "Oh là là, c'est la fête de maman!"



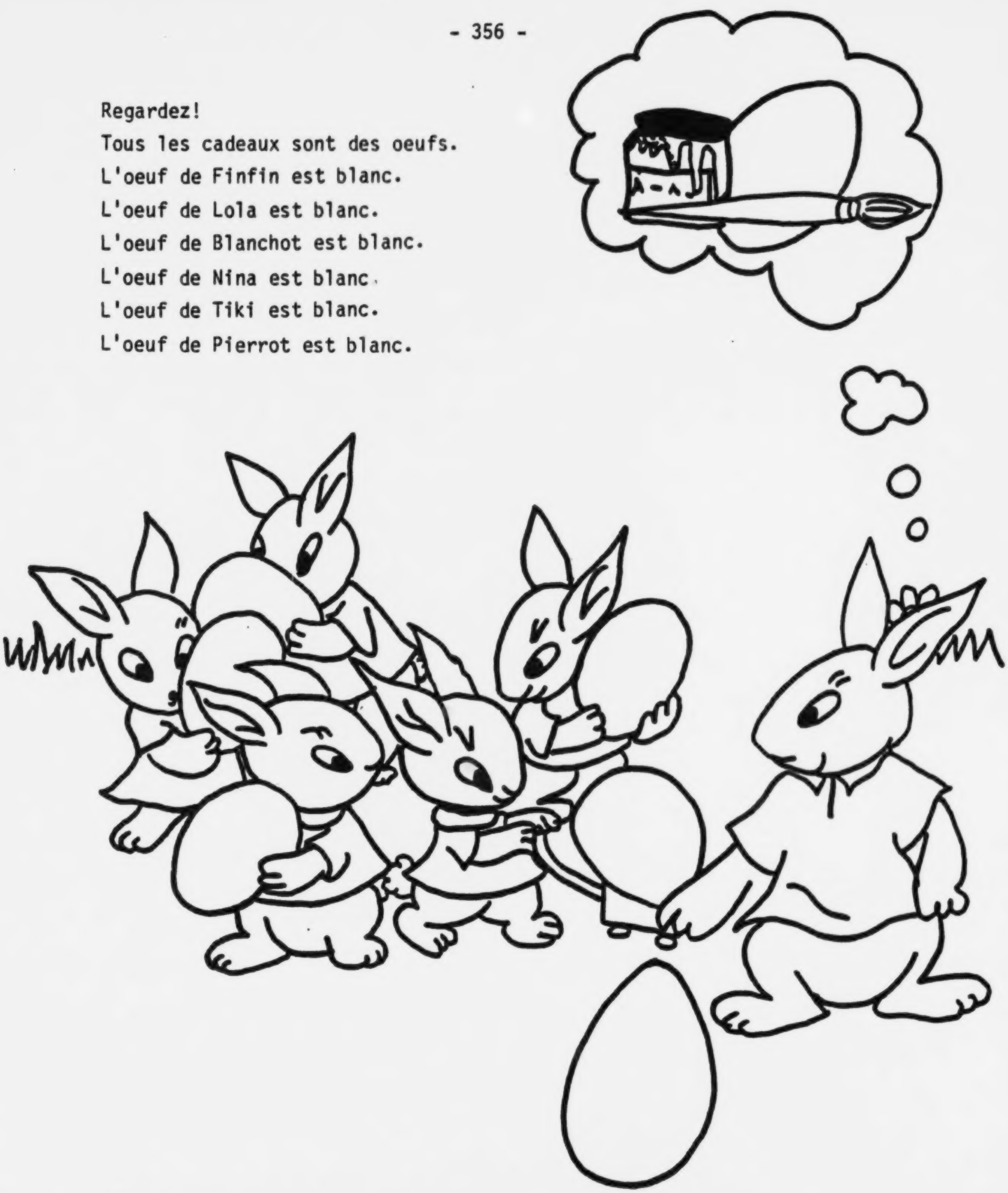
Il appelle ses frères et ses soeurs, "Lola, Blanchot, Nina, Tiki, Pierrot. Venez ici!"



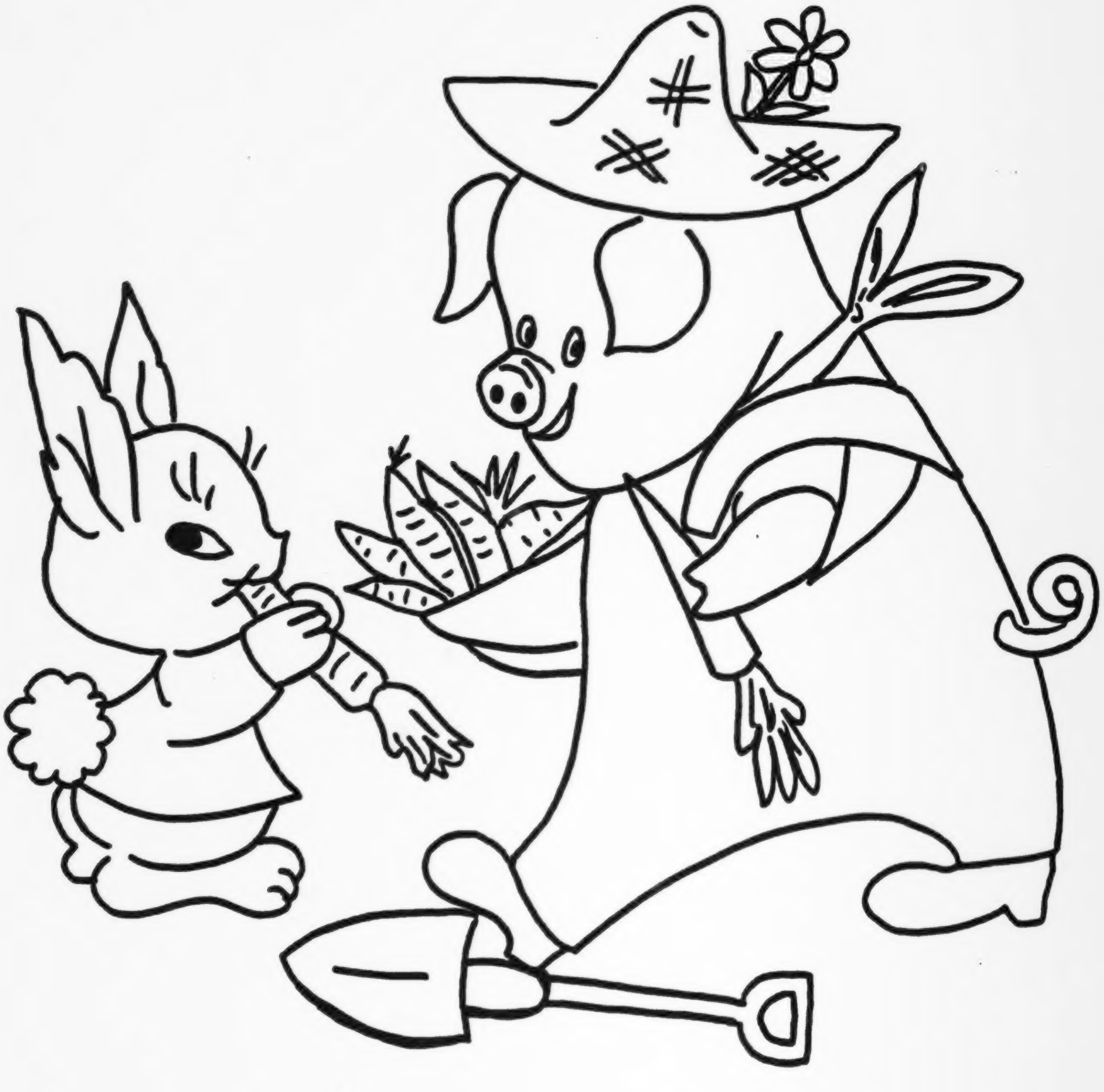
Tous les lapins: "Oui! Oui!"

Finfin dit:	"Voici mon cadeau."
Lola dit:	"Voici mon cadeau."
Blanchot dit:	"Voici mon cadeau."
Nina dit:	"Voici mon cadeau."
Tiki dit:	"Voici mon cadeau."
Pierrot dit:	"Voici mon cadeau."

Regardez!
Tous les cadeaux sont des oeufs.
L'oeuf de Finfin est blanc.
L'oeuf de Lola est blanc.
L'oeuf de Blanchot est blanc.
L'oeuf de Nina est blanc.
L'oeuf de Tiki est blanc.
L'oeuf de Pierrot est blanc.

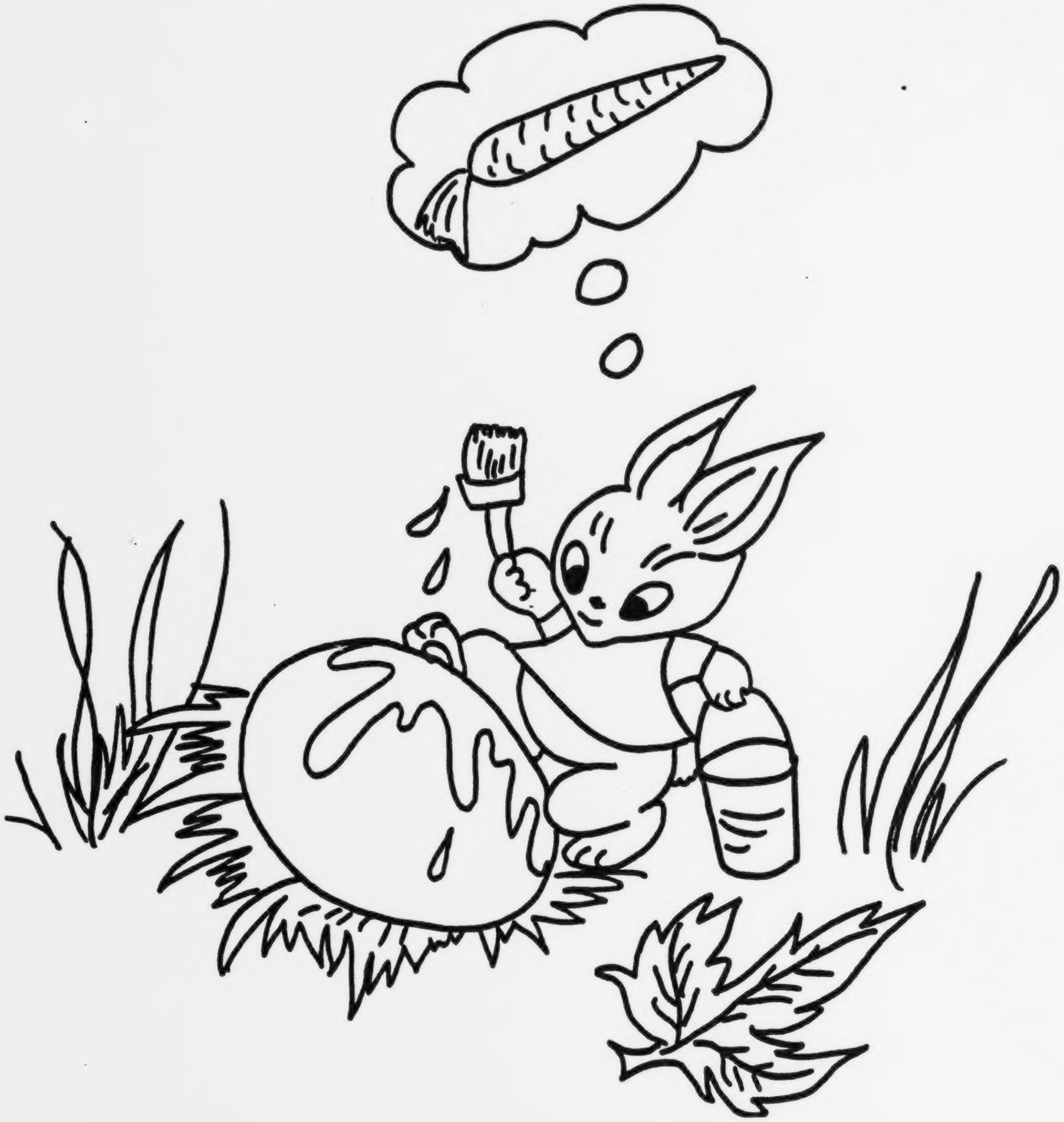


Tous les petits lapins pensent et pensent. Tout à coup, Finfin a une idée. Finfin dit: "Je vais peindre mon oeuf."
Tous les lapins disent: "Moi, aussi."



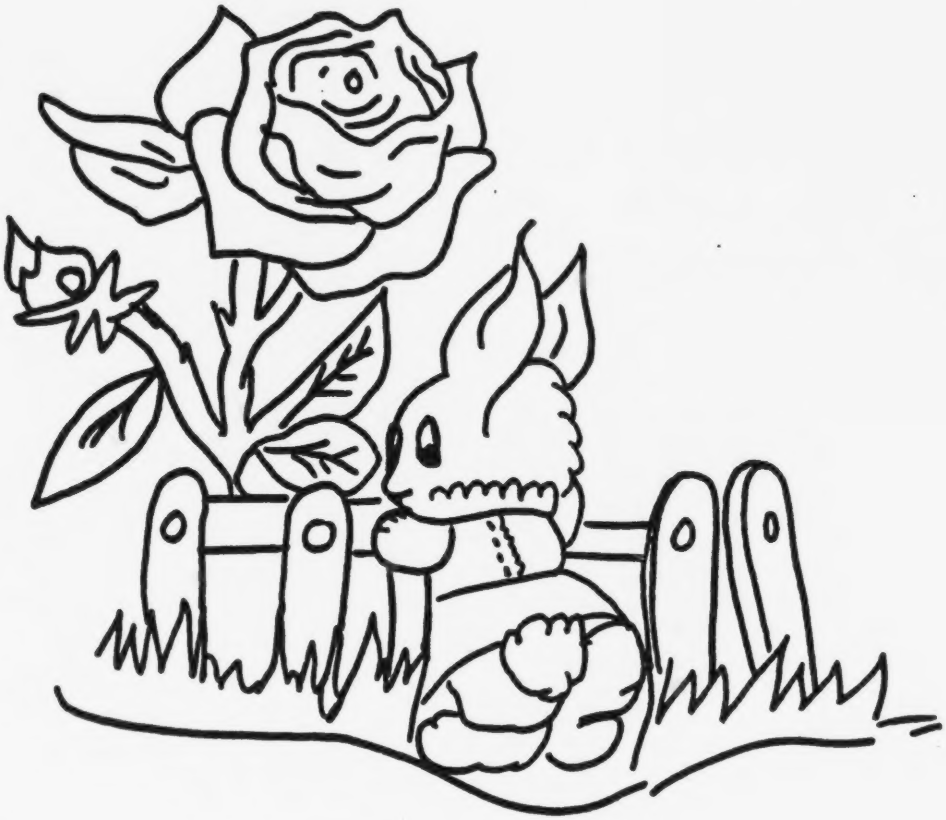
Finfin visite son ami Pierre cochon. Pierre a de belles carottes oranges.

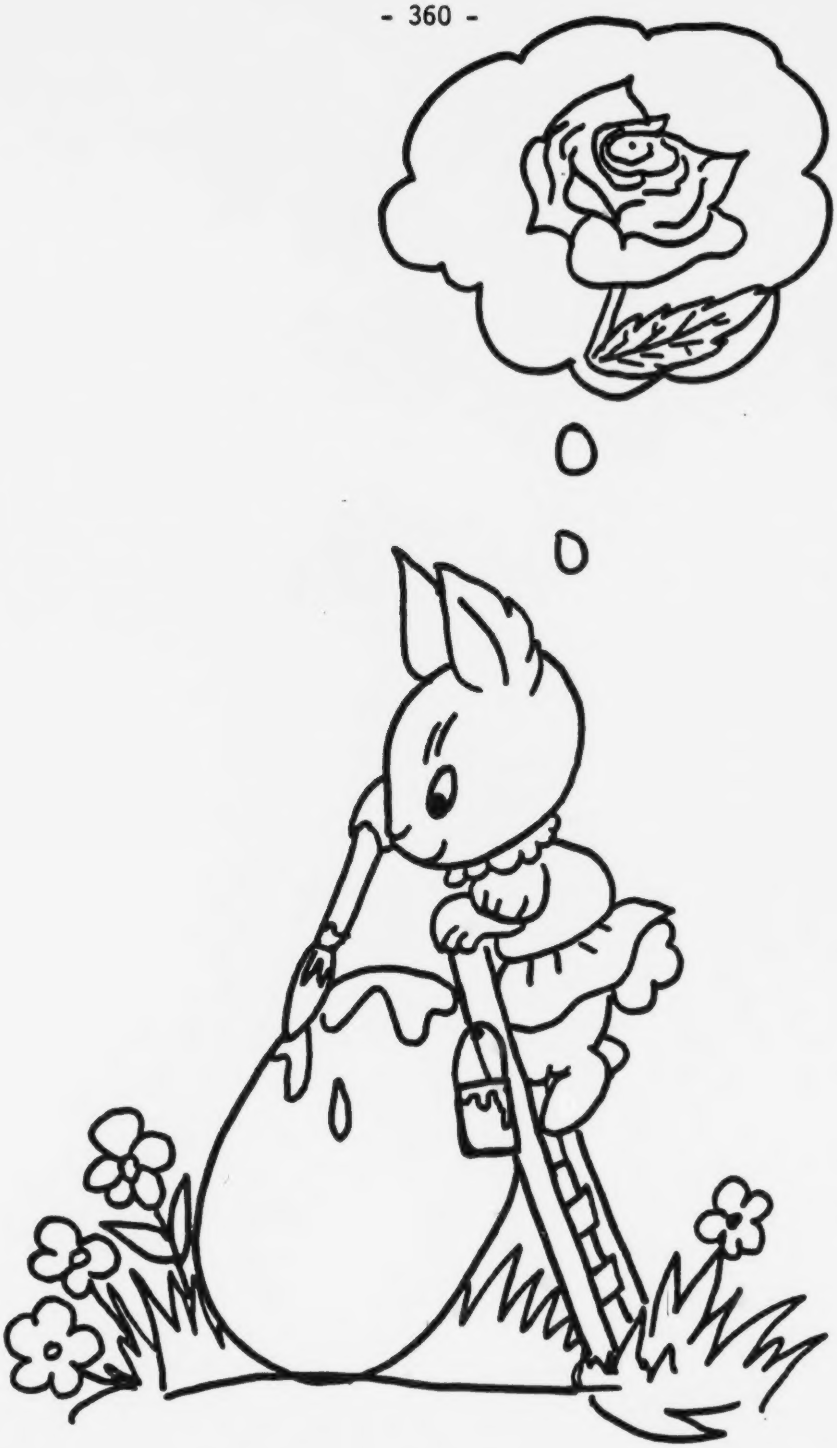
Finfin dit: "Ah! Je vais peindre mon oeuf en orange."



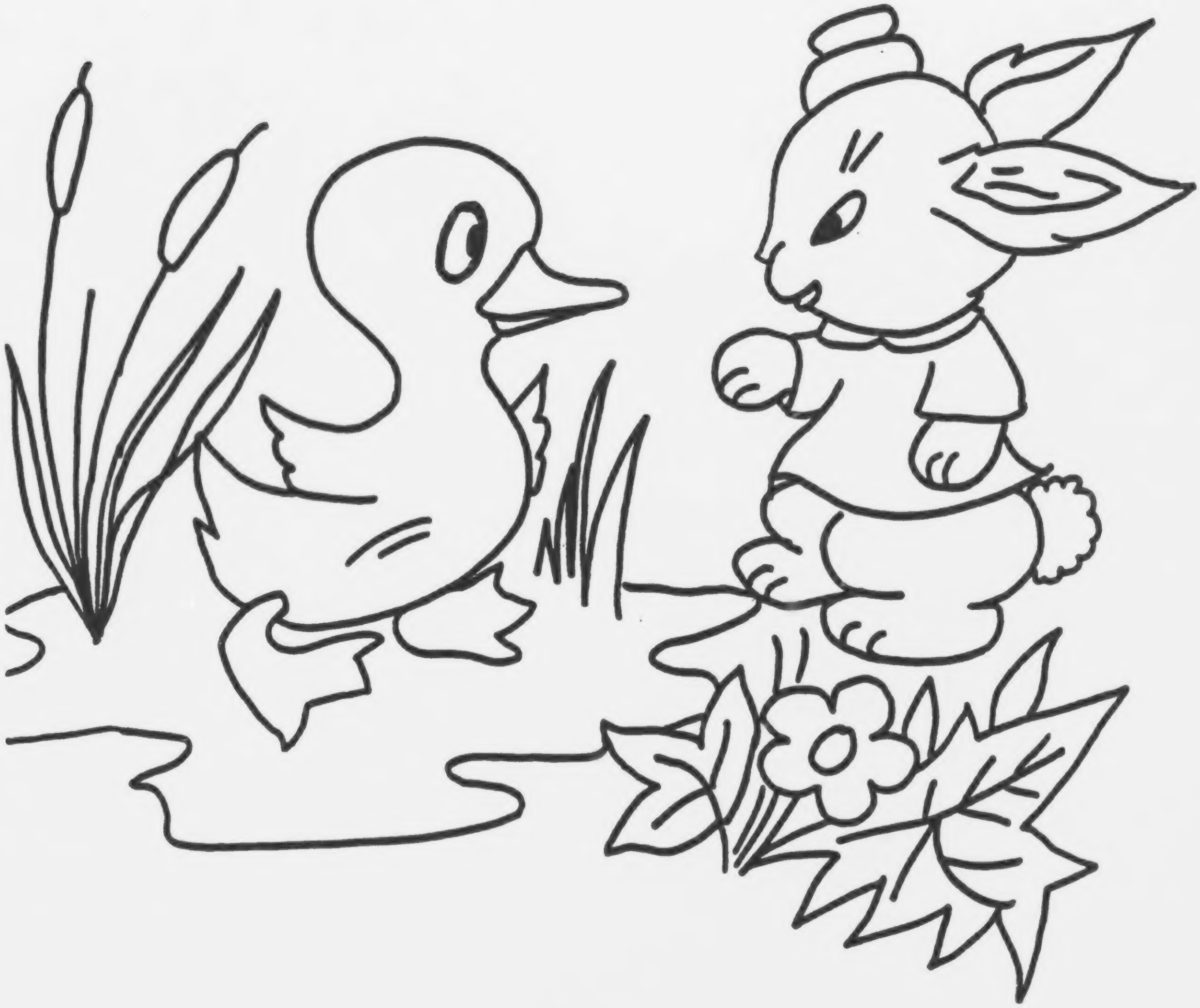
Finfin peint son oeuf en orange comme les carottes oranges.

Lola marche. Elle voit une jolie fleur rouge.
Lola dit: "Ah! Je vais peindre mon oeuf en rouge."

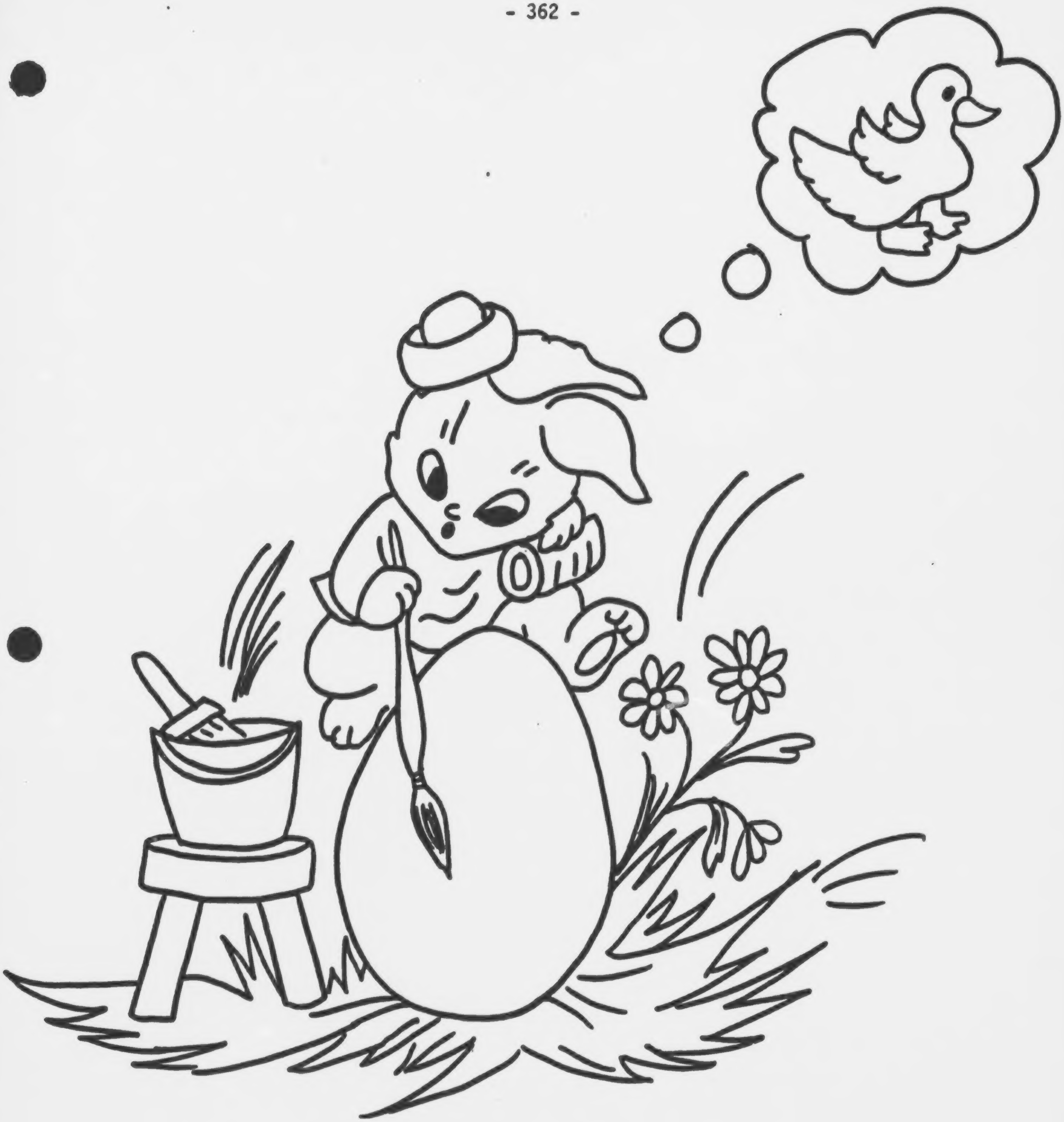




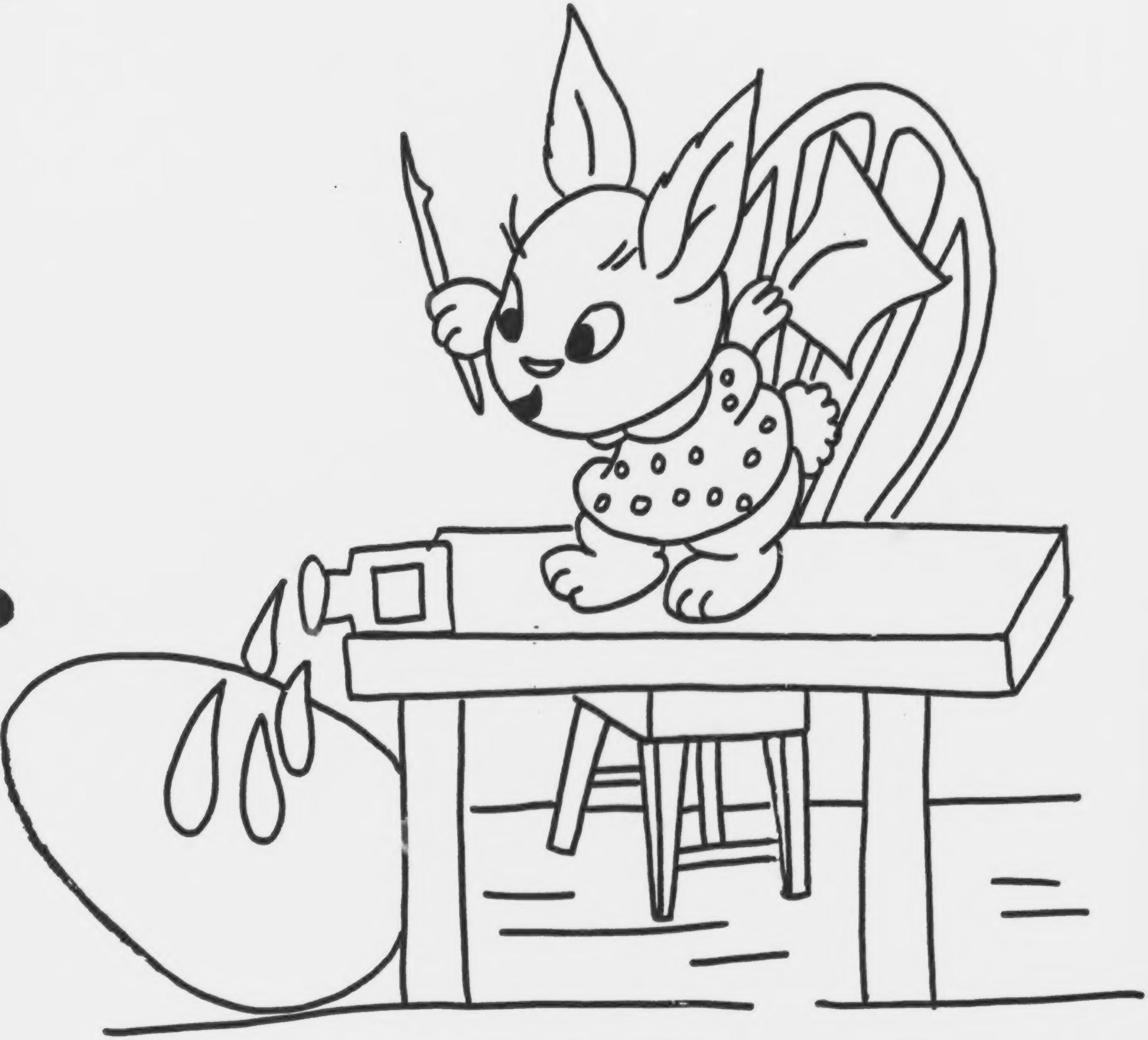
Lola peint son oeuf en rouge comme la fleur rouge.



Blanchot rencontre un petit canard jaune.
Blanchot dit: "Ah! Je vais peindre mon oeuf en jaune."

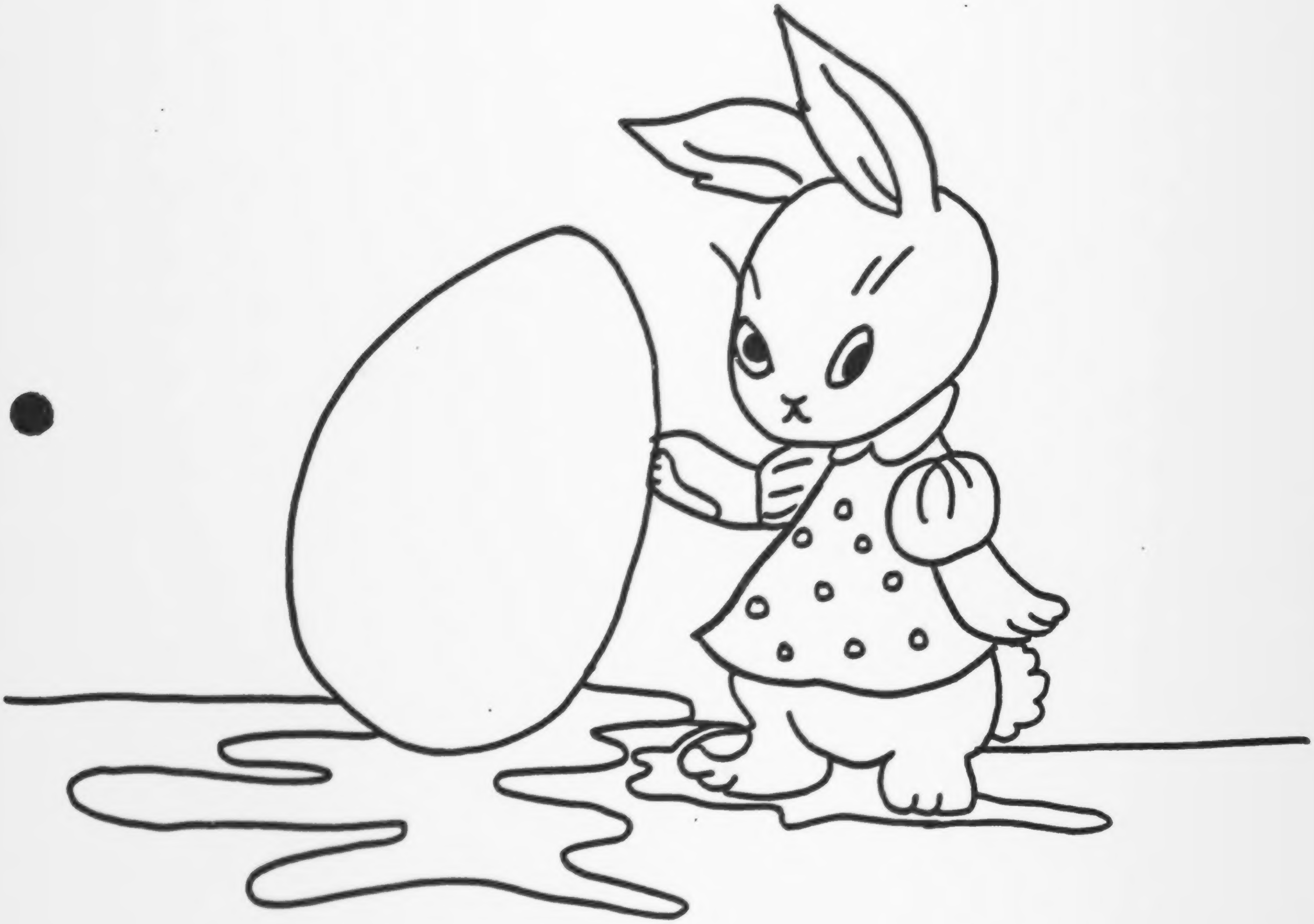


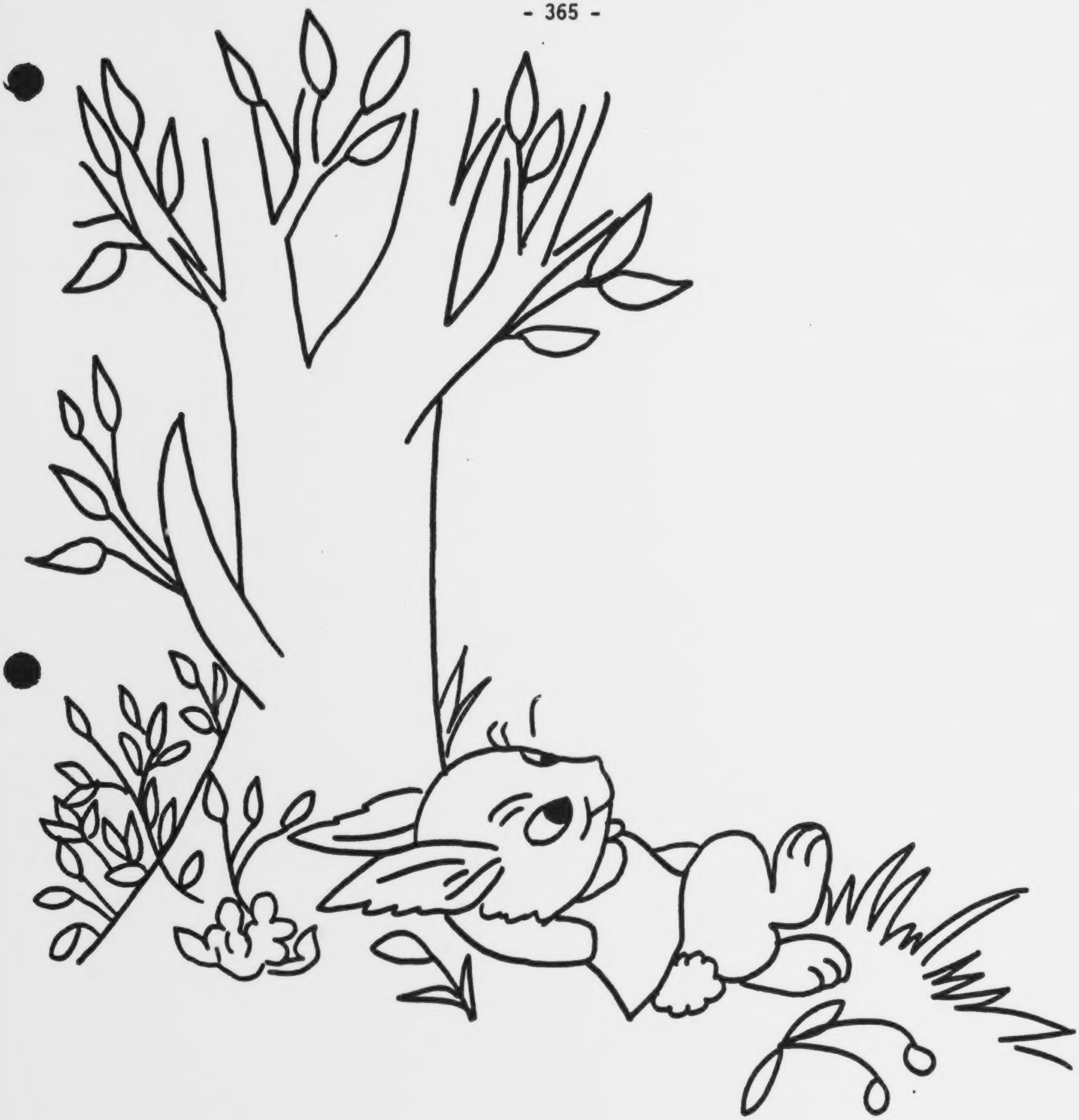
Blanchot peint son oeuf en jaune comme le canard jaune.



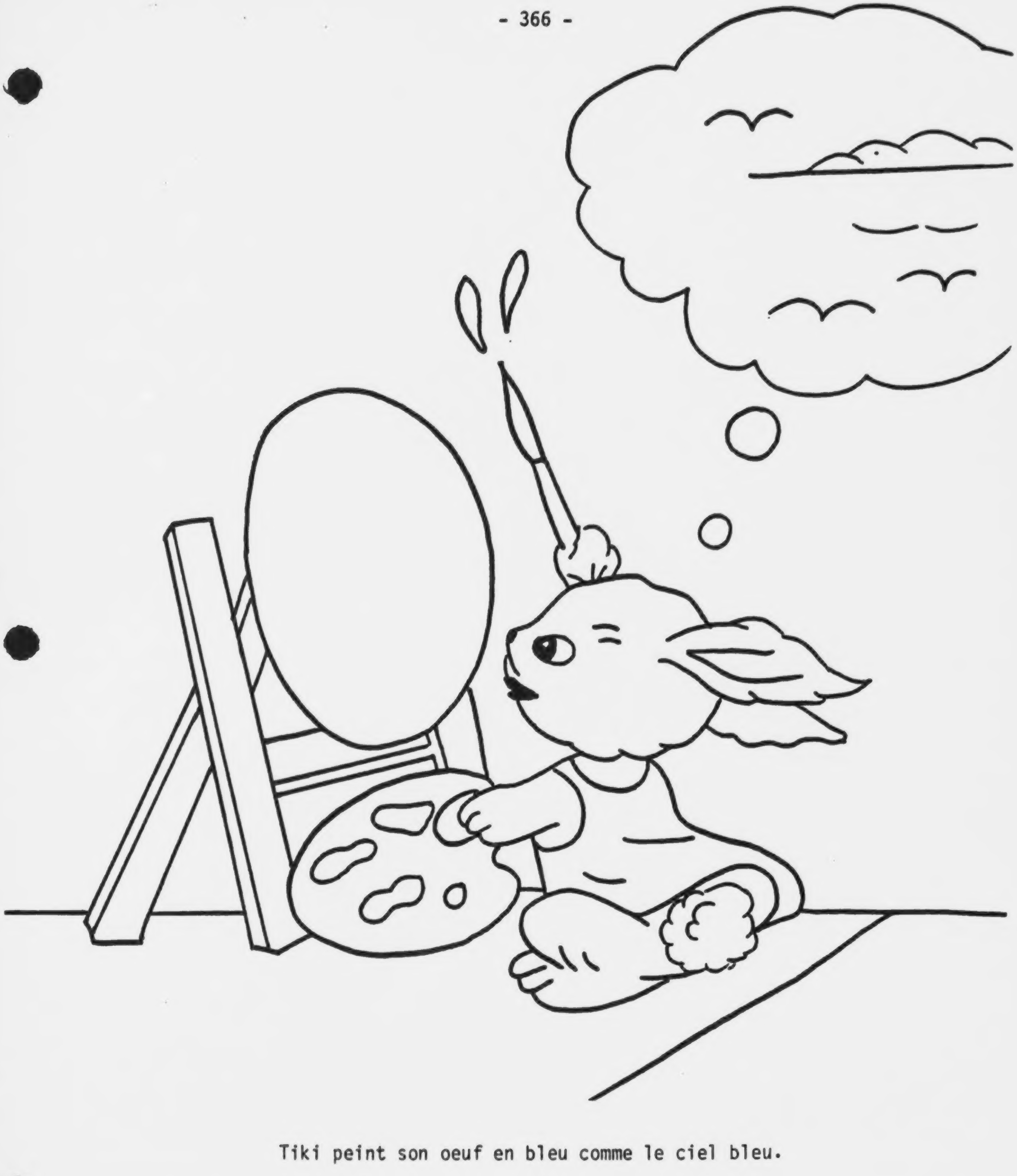
Nina écrit une lettre. Tout à coup, la bouteille d'encre tombe. Elle tombe sur l'oeuf. "Oh! Oh!" dit Nina. "Je vais peindre mon oeuf en noir."

Nina peint son oeuf en noir comme l'encre noir.

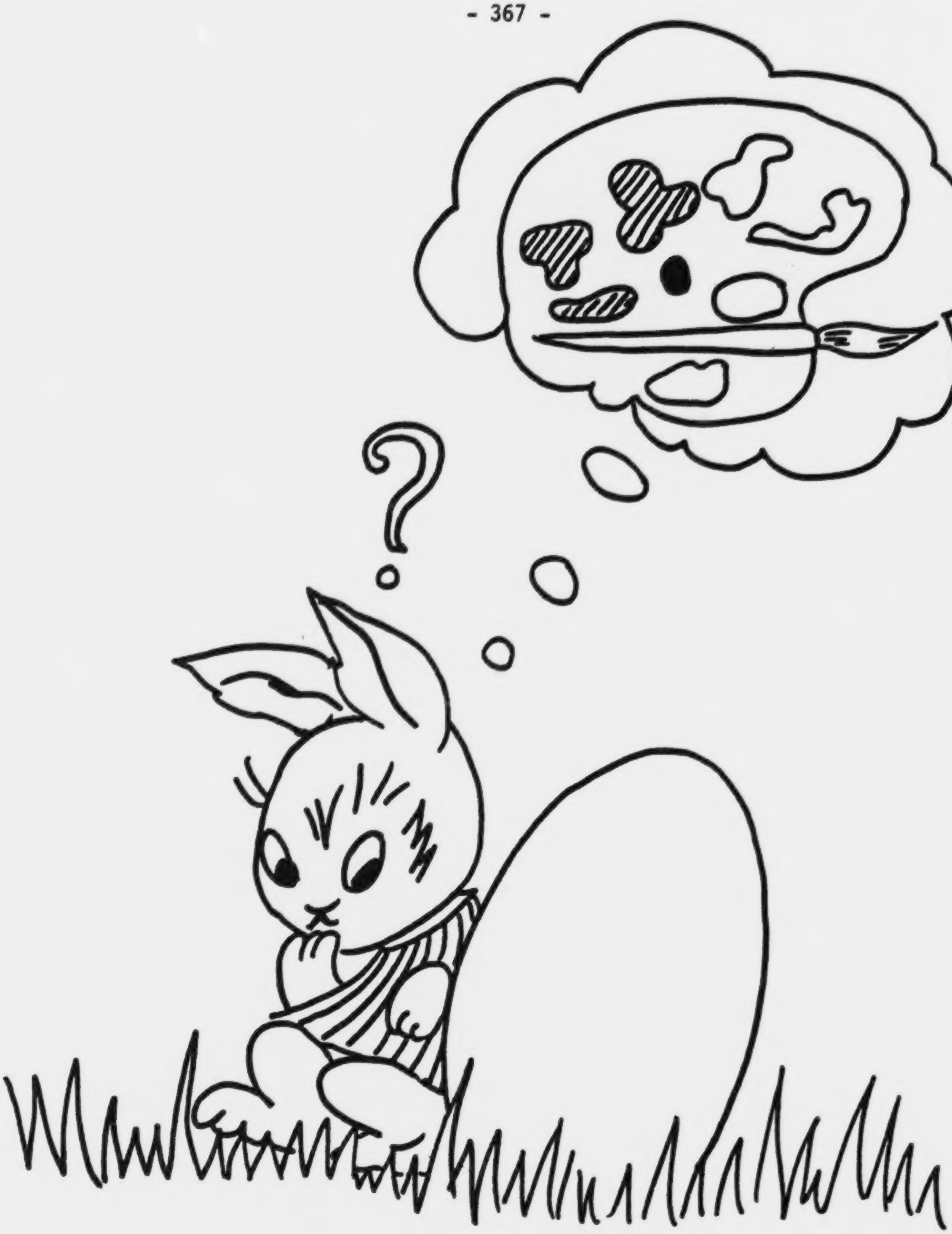




Tiki se couche sous un arbre. Il regarde le beau ciel bleu.
Tiki dit: "Ah! Je vais peindre mon oeuf en bleu."

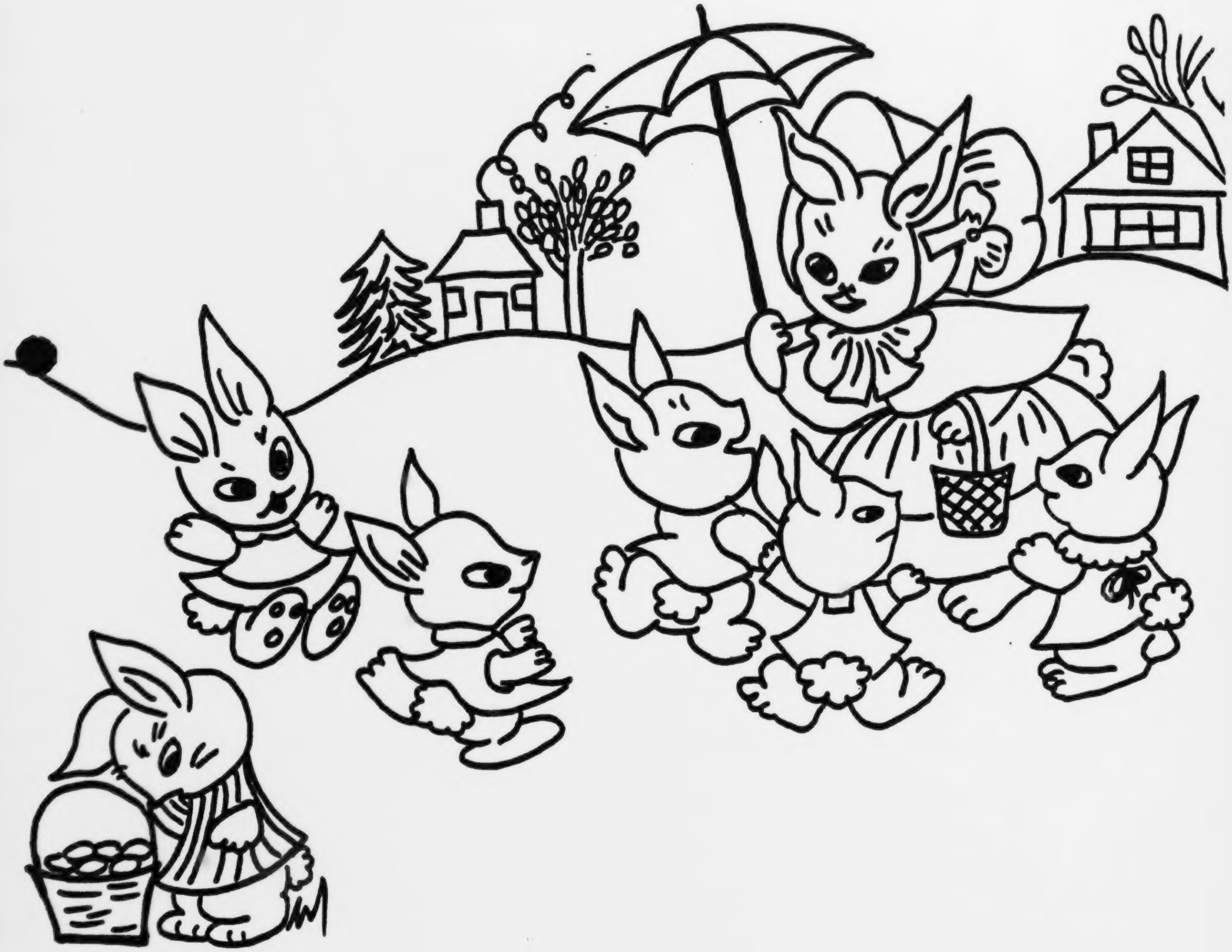


Tiki peint son oeuf en bleu comme le ciel bleu.

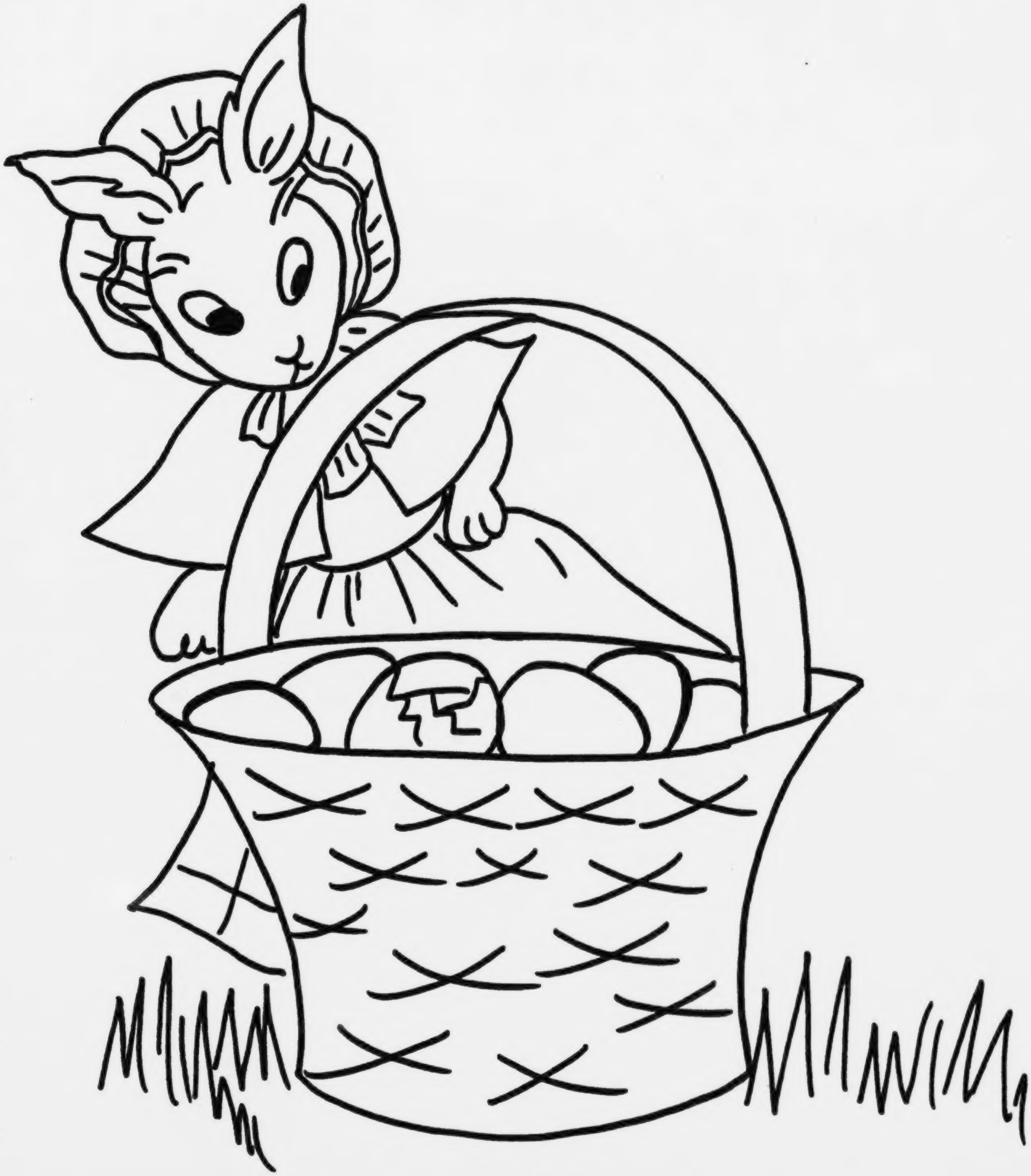


Regardez Pierrot. Il est triste. Il ne sait pas en quelle couleur peindre son oeuf. Il pense et pense et pense.

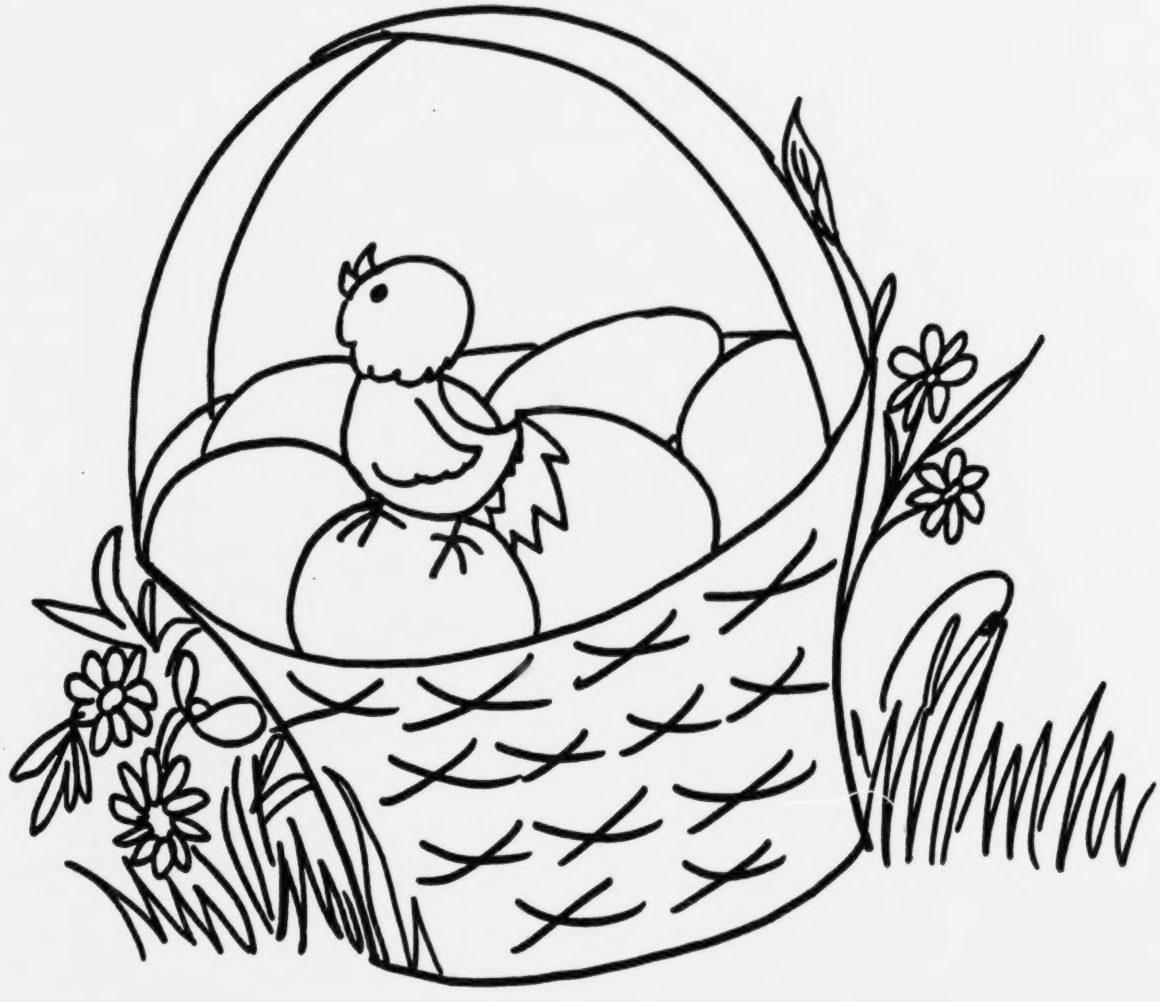
Oh non, maman arrive. Pierrot met son oeuf blanc dans le panier.
Les enfants disent: "Surprise! Surprise! Bonne fête, maman."
Maman dit: "Merci, mes enfants. Quelles belles couleurs!"



Oh! Regardez l'oeuf blanc de Pierrot.
Crac !!!! ....
Tous les lapins disent: "Qu'est-ce que c'est?"



C'est un joli petit poussin jaune.
Maman dit: "Quelle belle surprise! Merci!"
Pierrot est très content. "Bonne fête, maman."



MAI

Note to teacher:

You are not required to use all the material in the following themes. Select the material most appropriate for your class.

Les thèmes:

1. Le zoo et le cirque
2. La fête des mères

LE ZOO

ET

LE CIRQUE

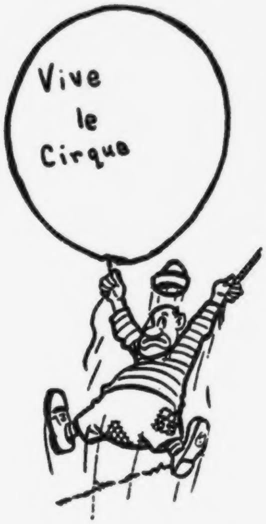
2e année

COMPTINES

1. Dans tous les cirques

Dans tous les cirques
Il y a des bouffons.
Ils n'ont aucune
Mauvaise intention.

Ils veulent simplement
Vous amuser
Pouvez-vous les imiter?



2. Cinq petits singes

Cinq petits singes
Dans un bateau,
Sautent et sautent,
Et "plouf" dans l'eau.

Quatre petits singes
Dans un bateau,
Sautent et sautent,
Et "plouf" dans l'eau.

Trois .... etc...

* You may wish to have your students standing in a circle and each time you say "plouf", one sits down.

CHANSONS

1. Banjo
(Tune: Bingo)

C'est un curieux bonhomme
Banjo il se nomme
B-A-N-J-O
B-A-N-J-O
B-A-N-J-O et Banjo il se nomme.

(The song is repeated several times, each time eliminating one letter from the name (B-A-N-J-O) and replacing the letter by a clap or a musical instrument.)

2. Le grand cirque
(Tune: Mary had a little lamb)

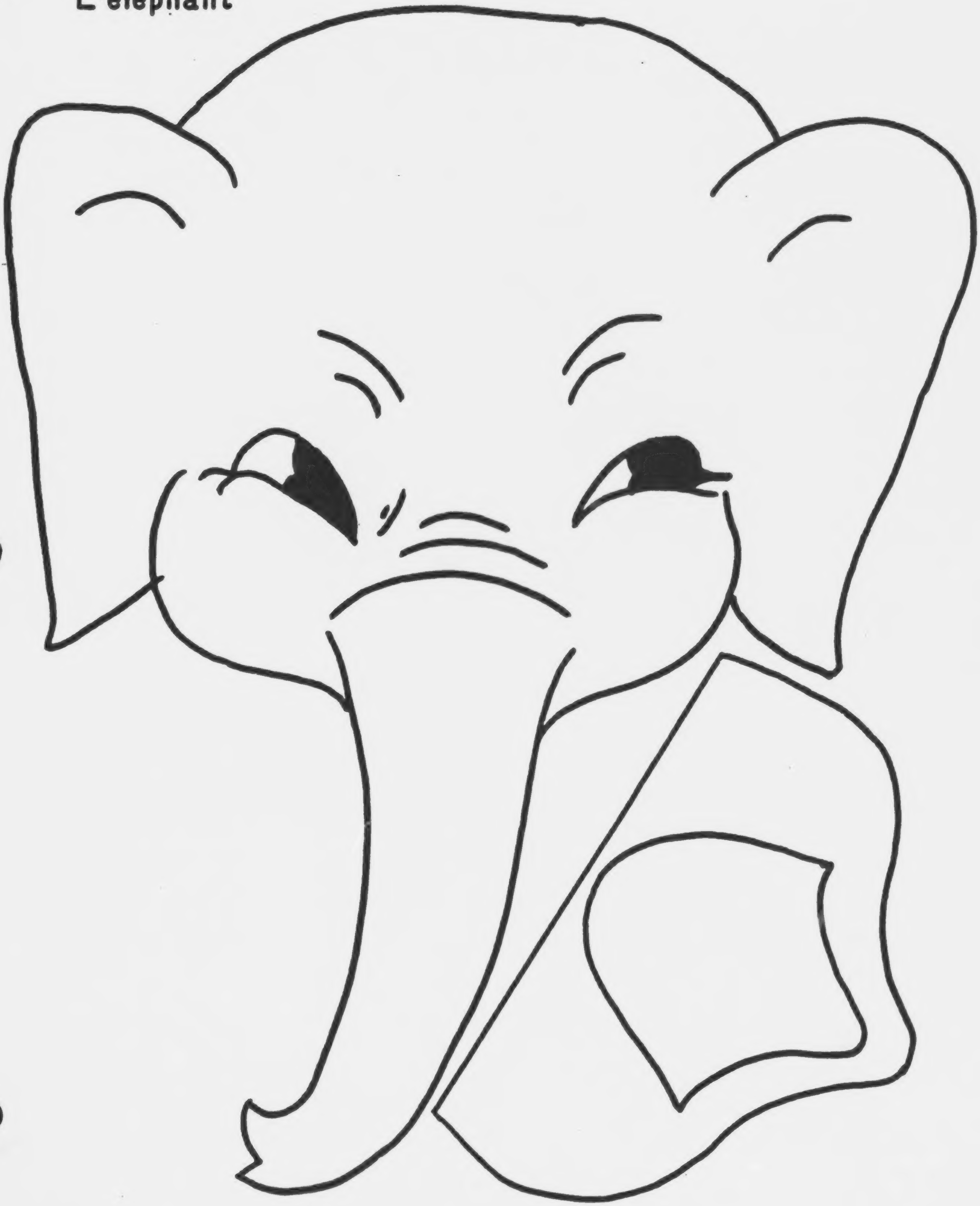
Le grand cirque est arrivé, arrivé, arrivé,
Le grand cirque est arrivé — Refrain
L'éléphant vient de passer.

(Repeat refrain with each animal.)

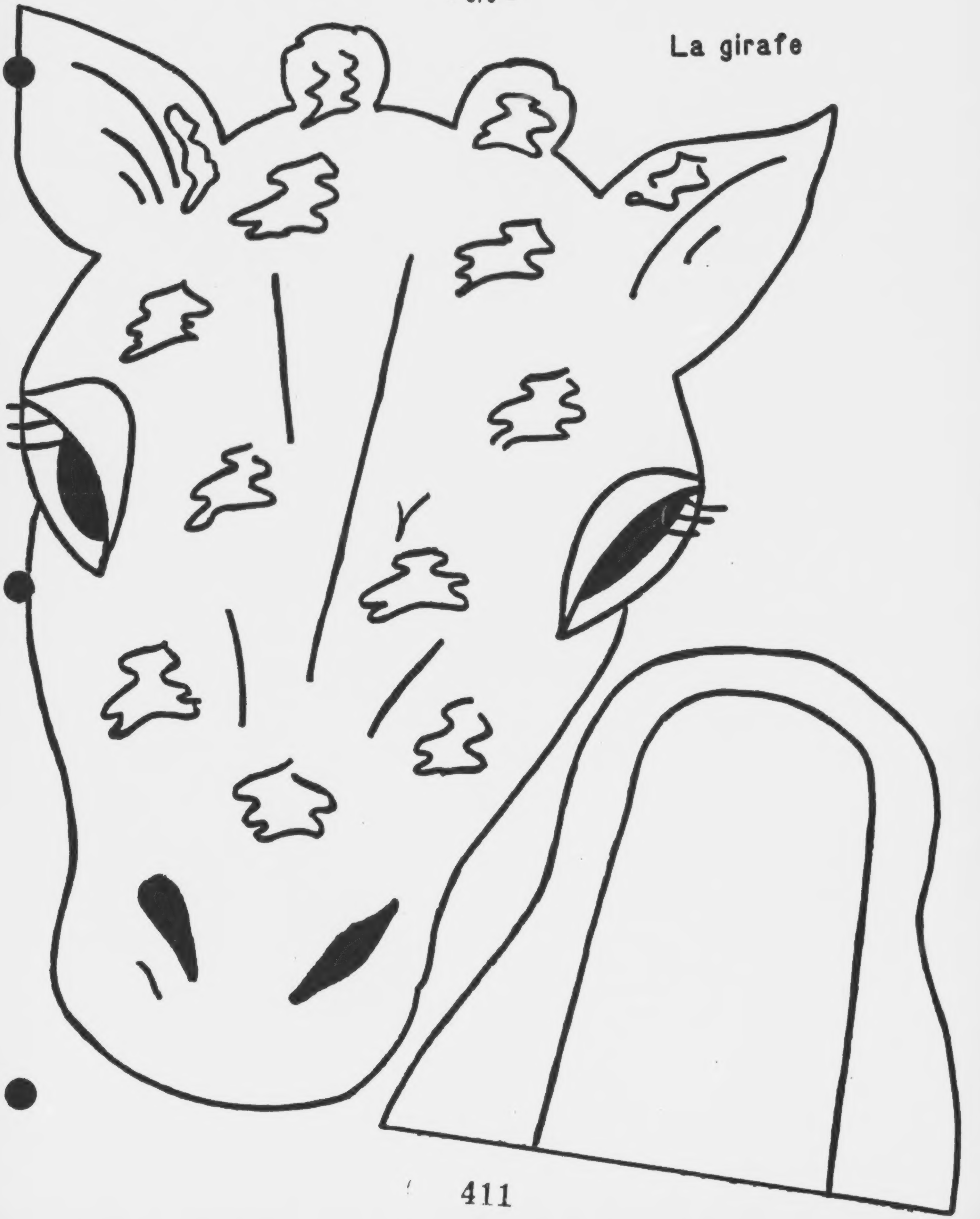
La girafe vient de passer.
Le lion vient de passer.
Le tigre vient de passer.
Le singe vient de passer.
Le chameau vient de passer.
Le zèbre vient de passer.
L'hippopotame vient de passer.

** Use paper bag puppet visuals on pages 375 to 382 with this song.
See page 383 for an activity based on this song.

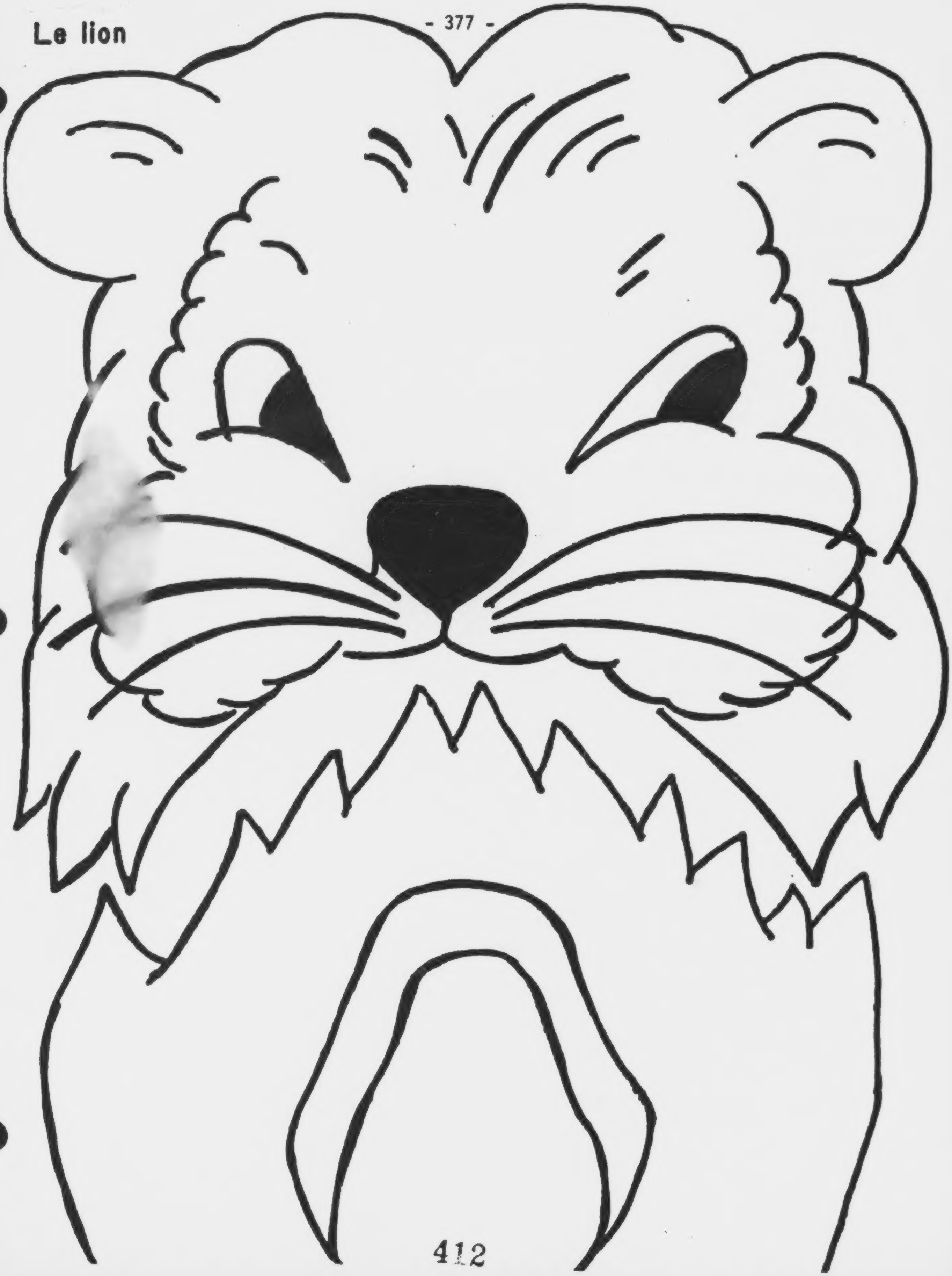
L'éléphant



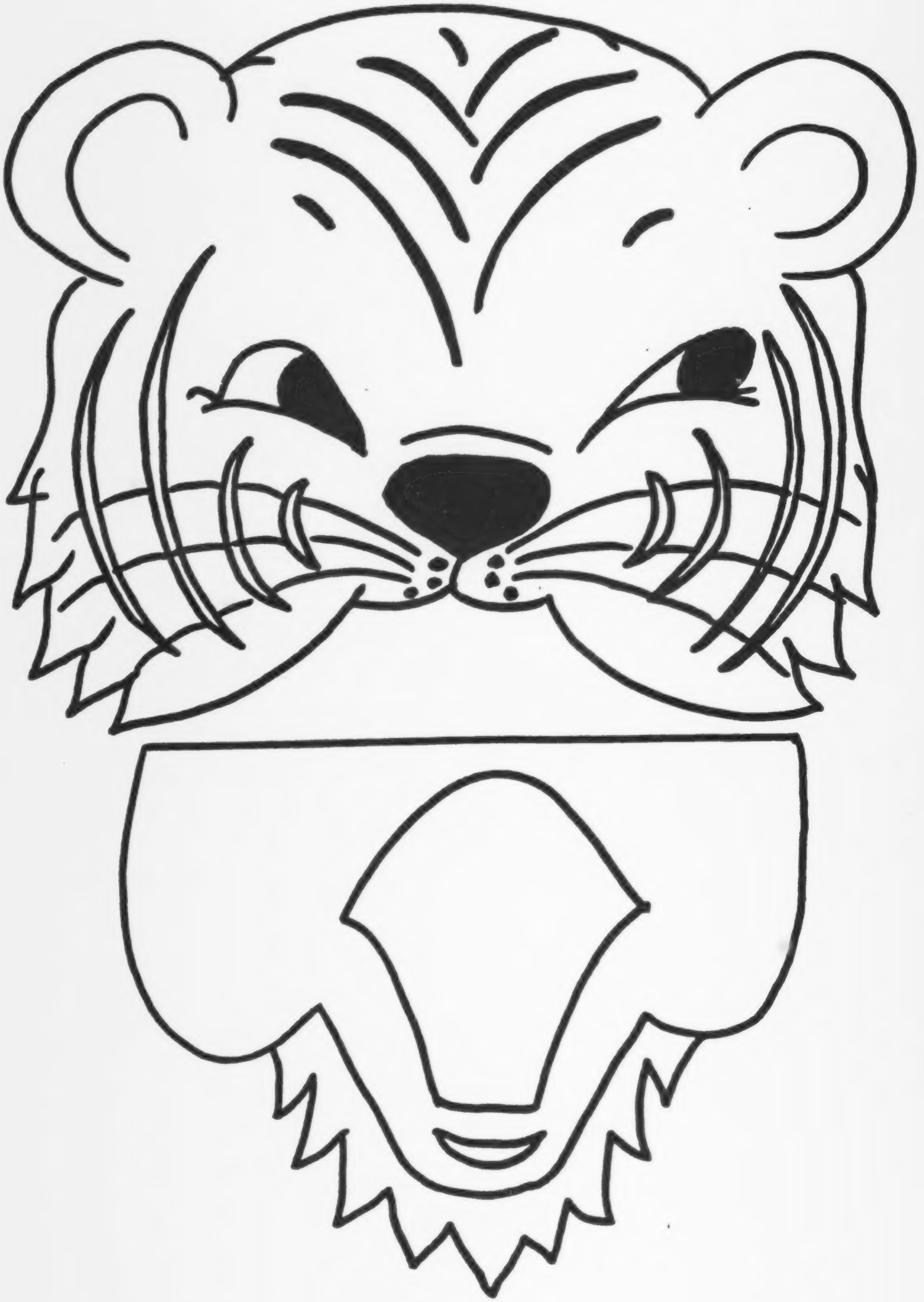
La girafe



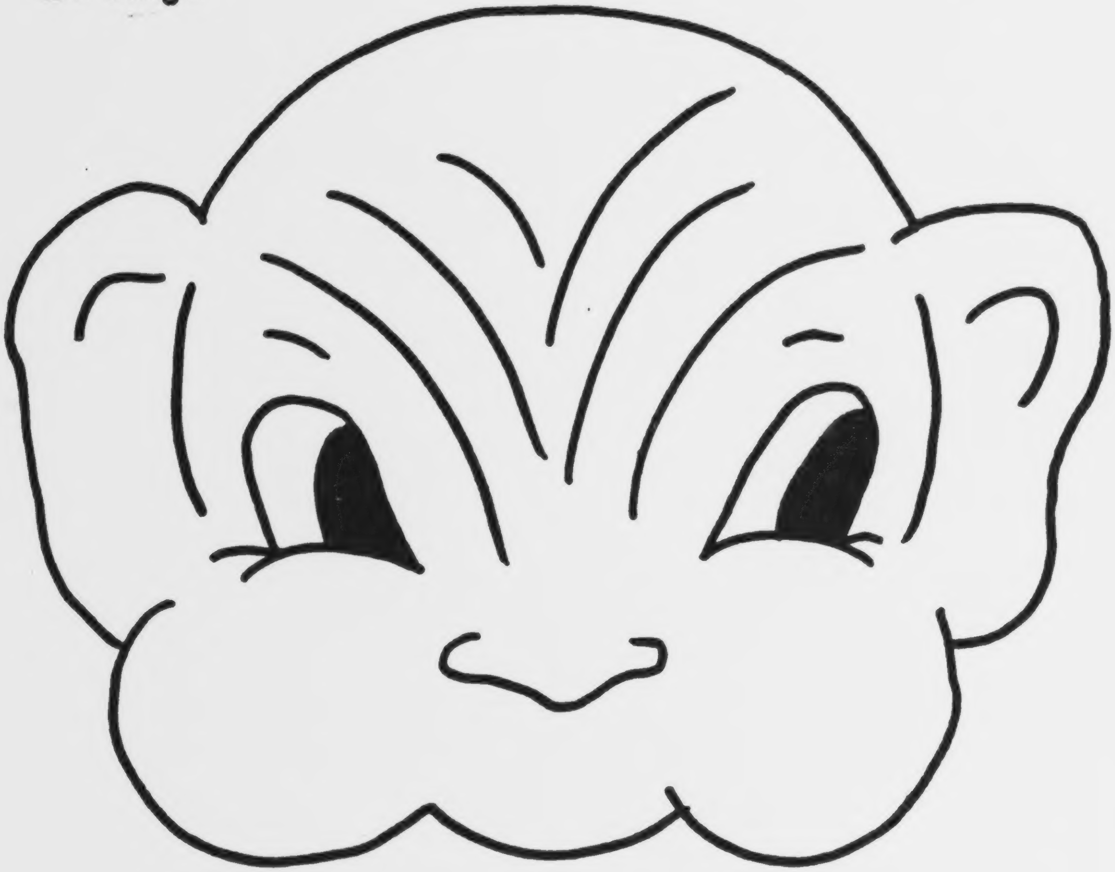
Le lion

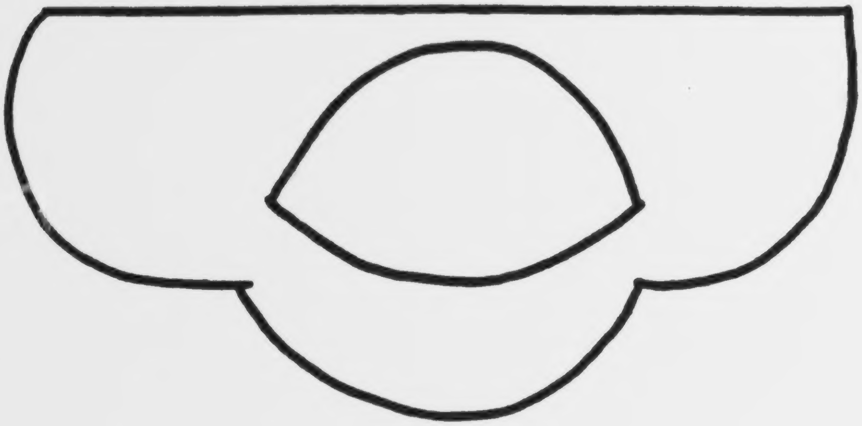


Le tigre

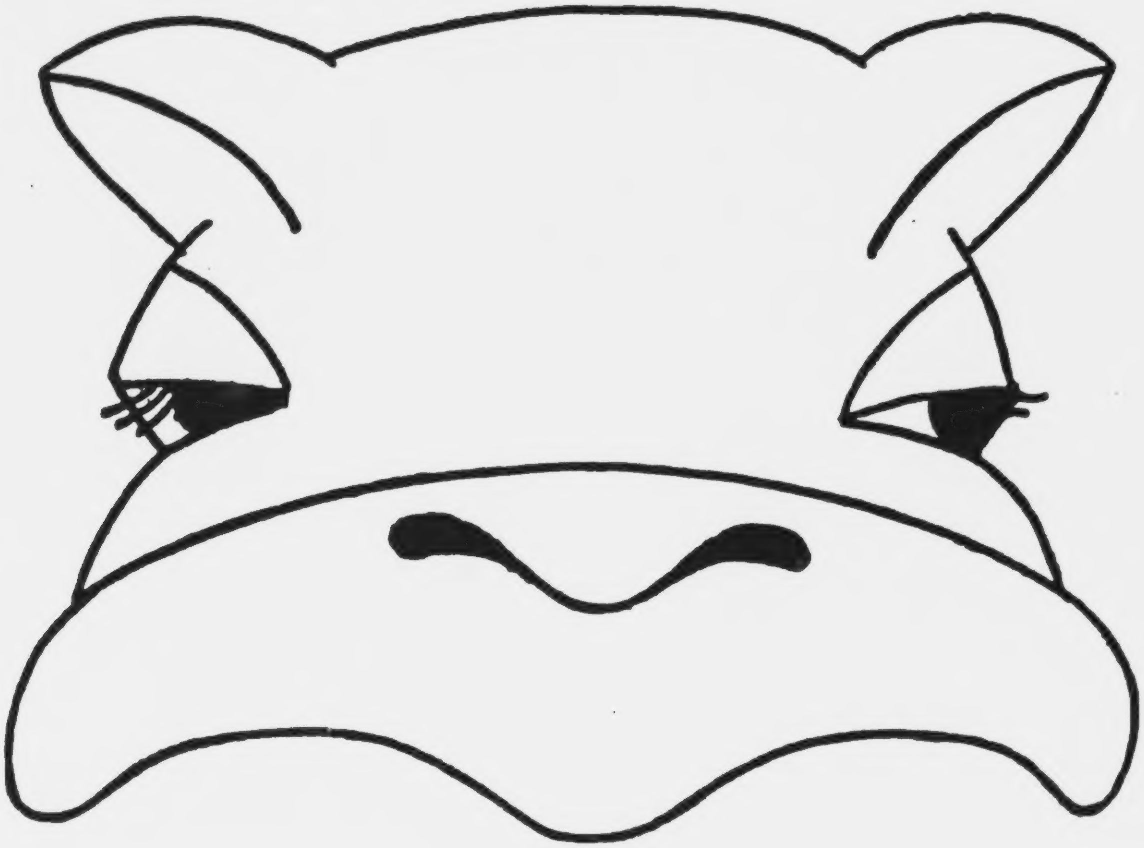


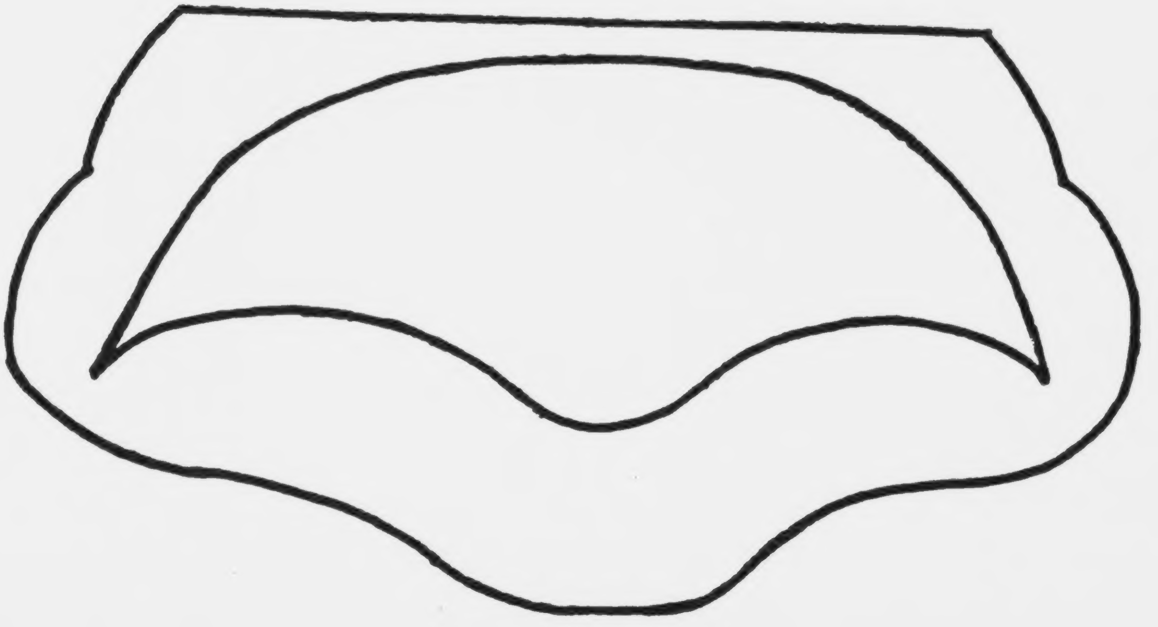
Le singe



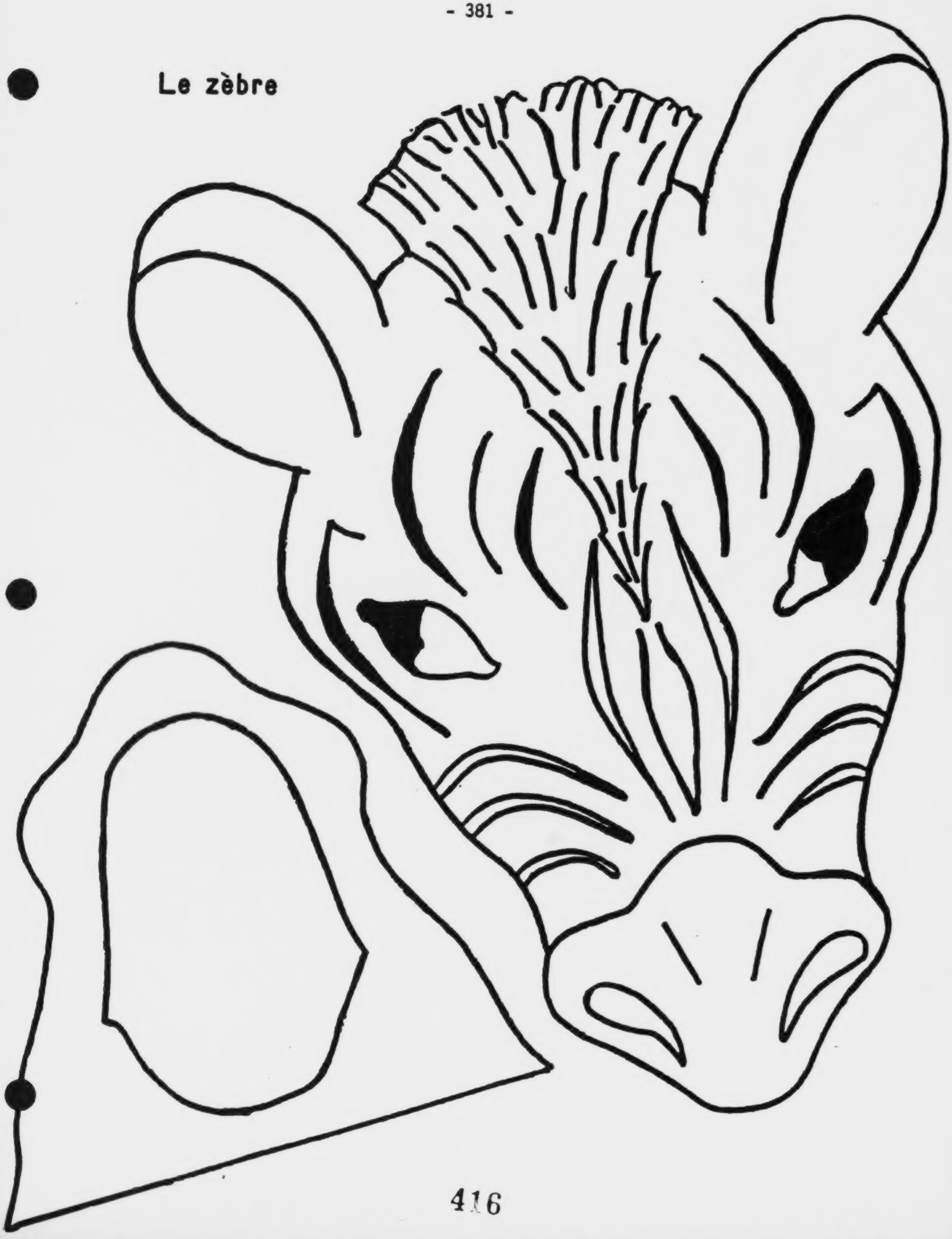


Le chameau

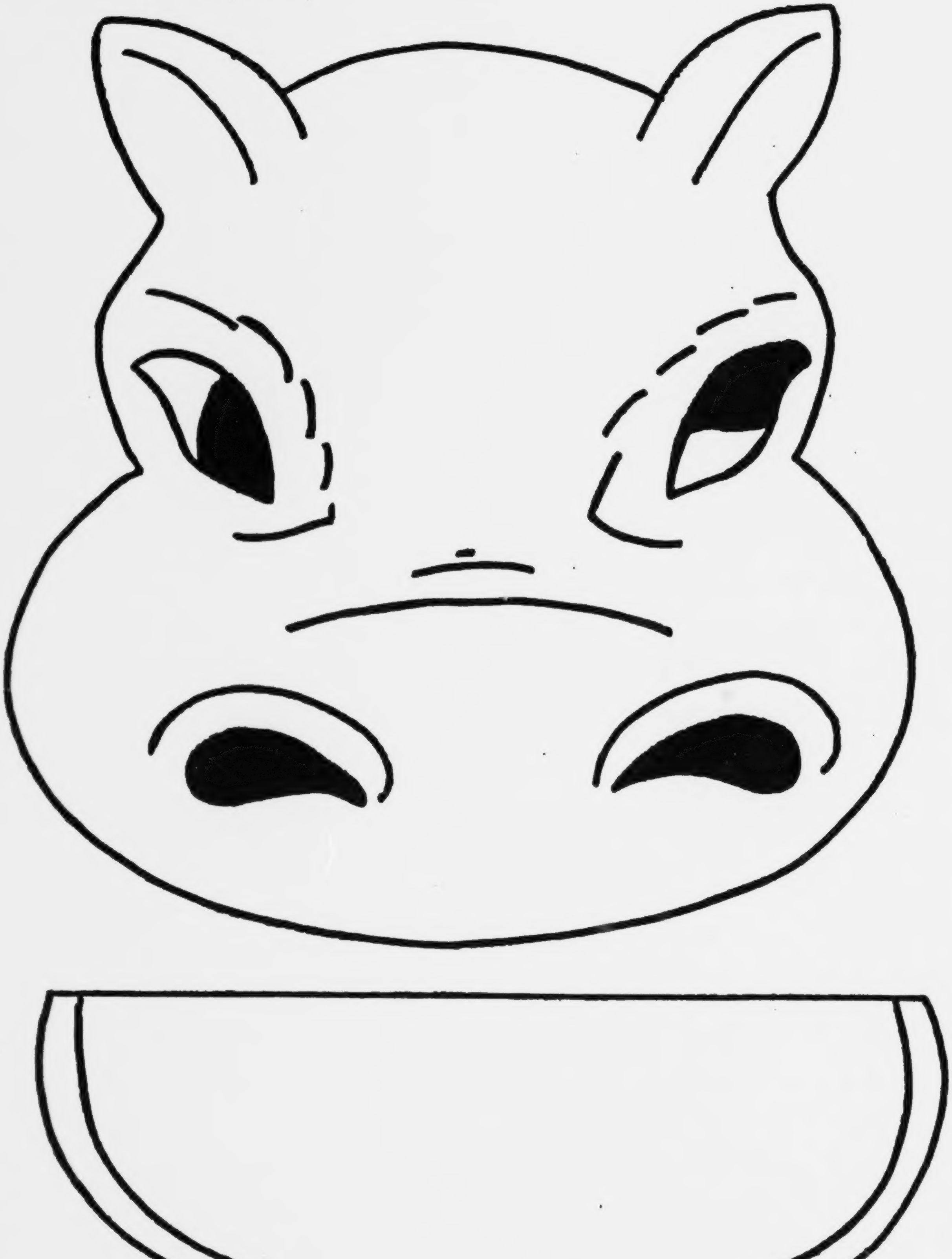




Le zèbre



L'hippopotame

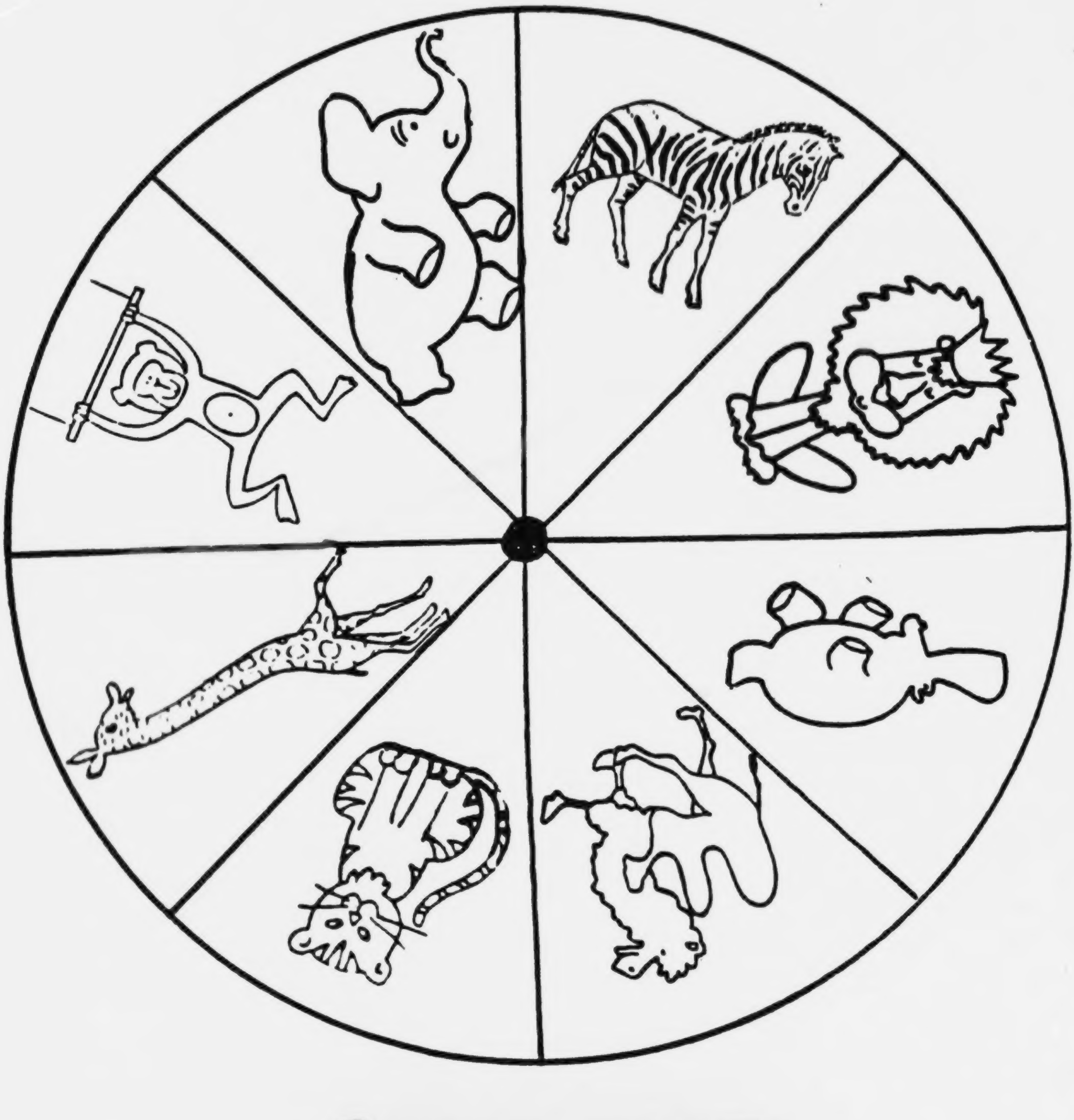


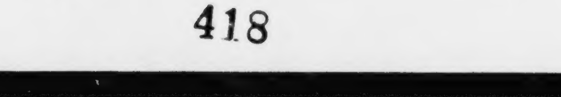
Activité

Spin and Win

La grande roue du cirque

For complete instructions, see page 334.





Activité

Le grand cirque

This activity reinforces comprehension of circus animals.

Materials needed: a bag with several copies of the animals on pages 375 to 382.

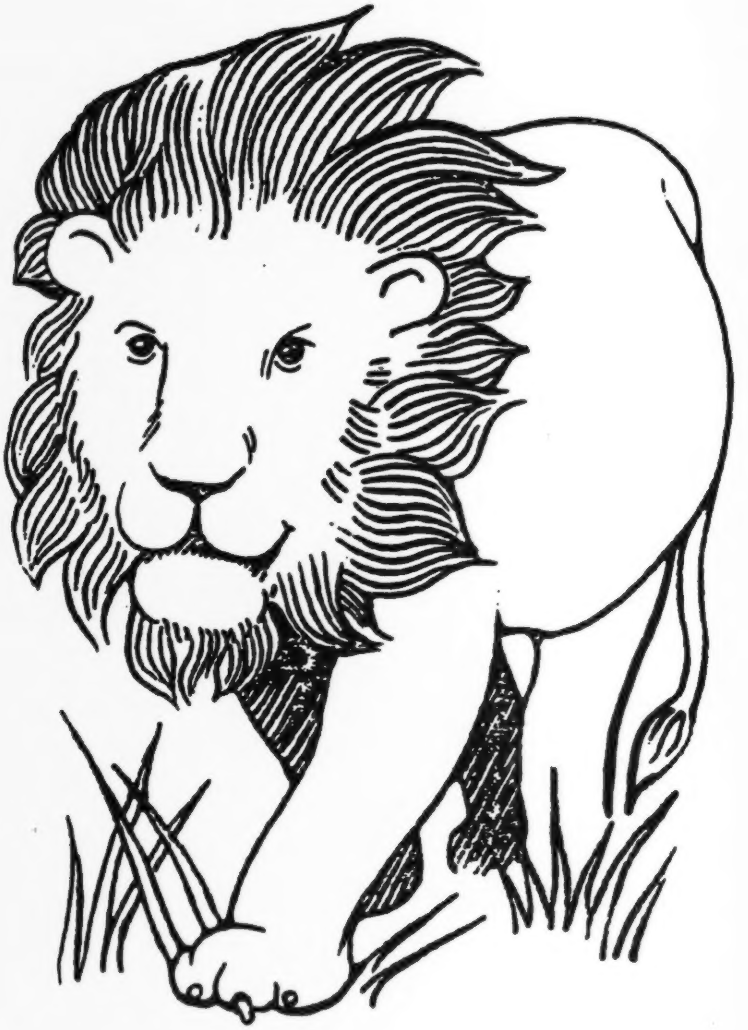
The teacher and students sing the song "le grand cirque", as the teacher goes around the class. Each student selects a card from the bag that he/she hides. The song should be sung until all the cards are handed out and the teacher comes to the front.

As the teacher starts the song, the students get ready to join in the singing. The students come up to the front to join the teacher when their animal is mentioned. They sing as their animal is mentioned. By the end of the song, all the students have come to the front with their animal card. They may march around the class quietly once before they hand in their card and return to their desks.

VARIATION: The refrain is sung by the entire class. Then, those students holding different circus animal cards will stand up and raise their card as they sing their particular animal card, e.g. only those students holding the giraffe would sing "la girafe vient de passer".

CONTE

LE GROS LION



(Note that by removing the words at the top of each page, each page may serve as an excellent flashcard for this story and the activity on page 384.)

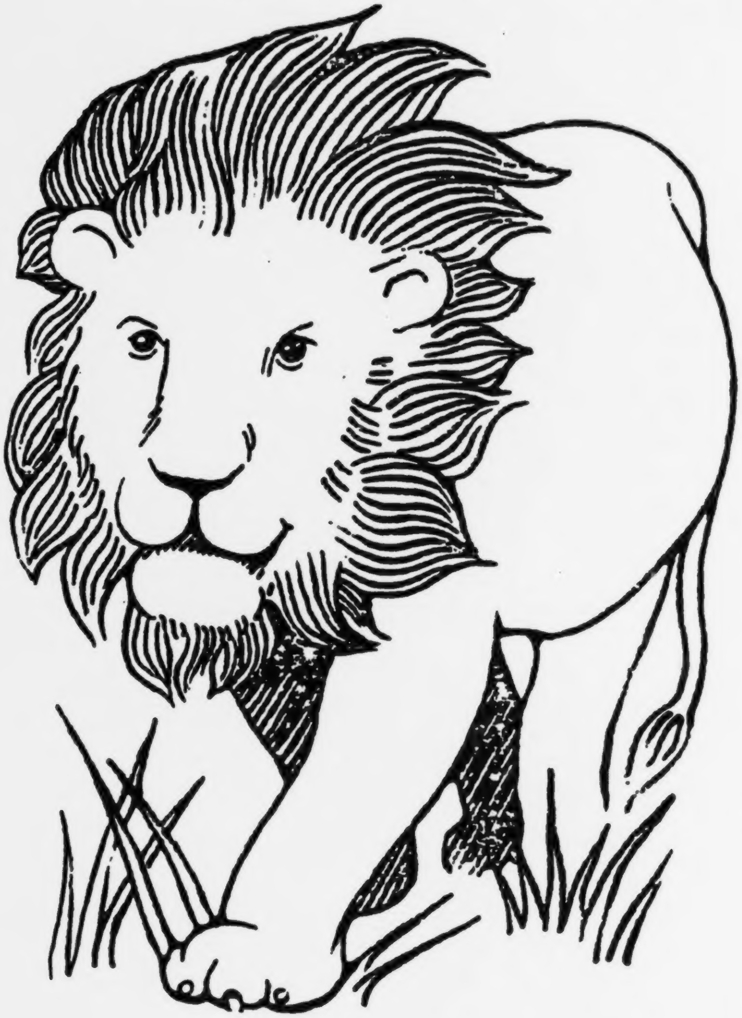
Voici un gros lion.

Le gros lion marche... et marche... et marche.

Il dit: "Aïe! Aïe! Aïe!"

Le gros lion a une écharde* à la patte.

Pauvre gros lion!



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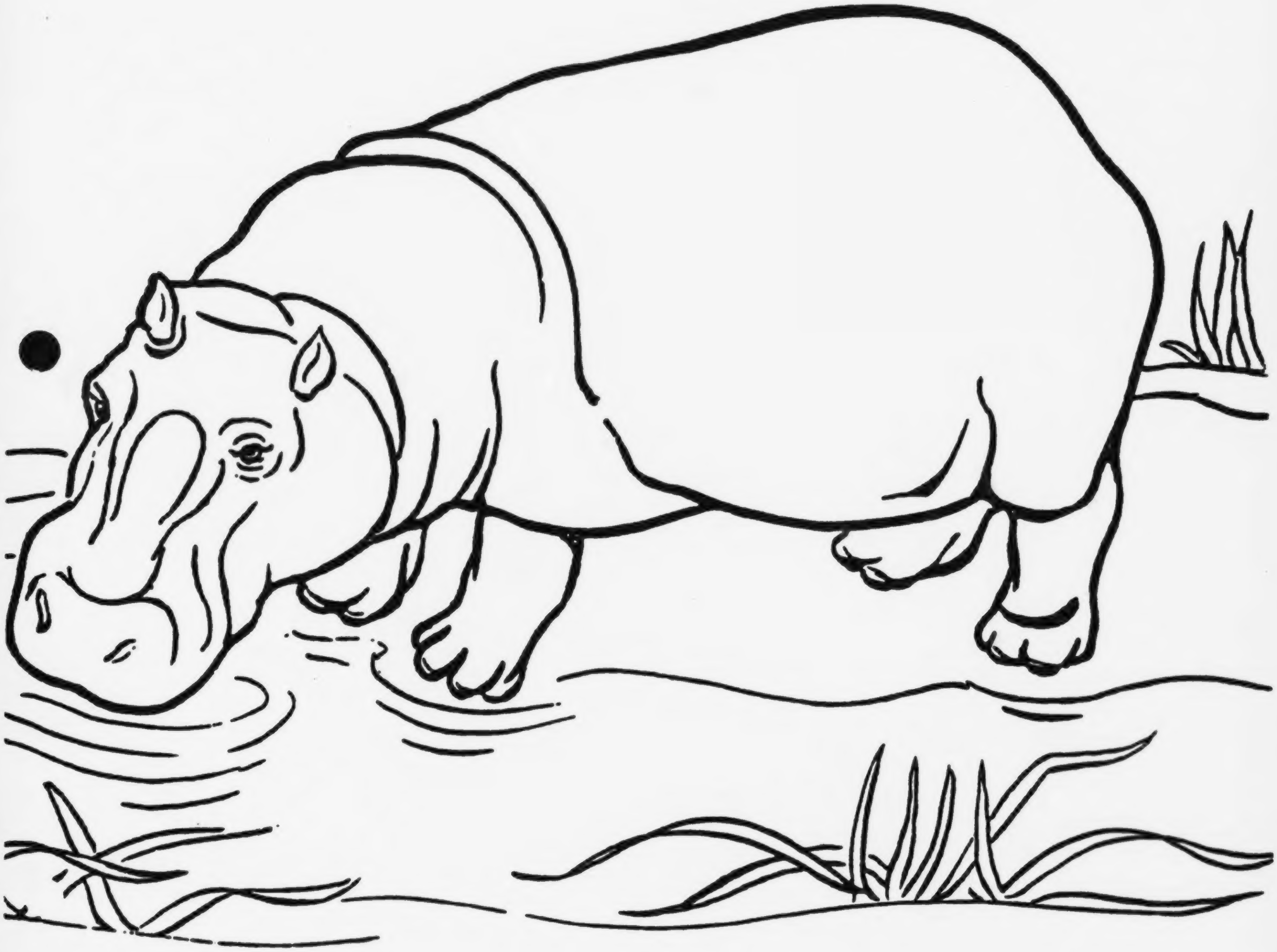
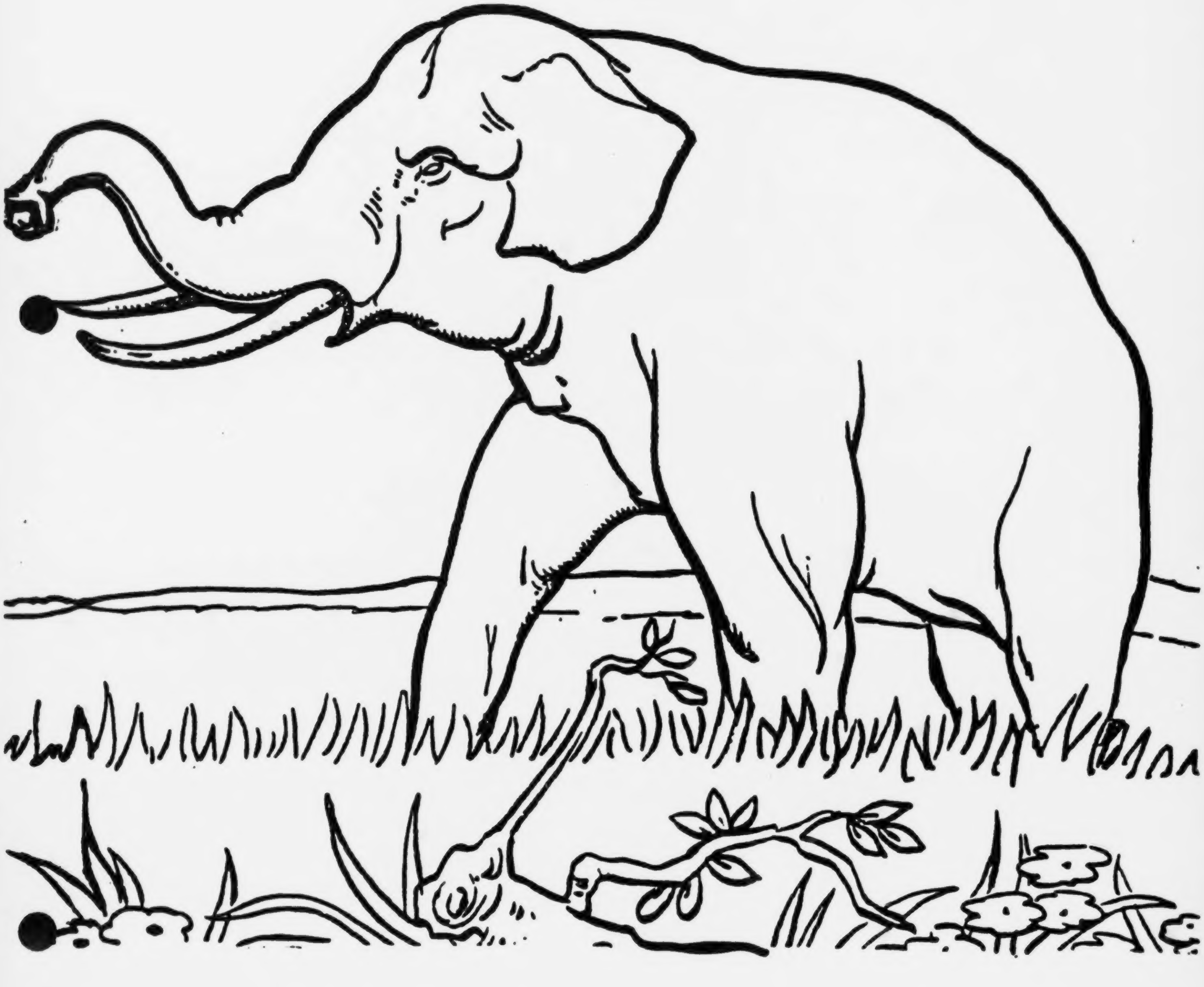
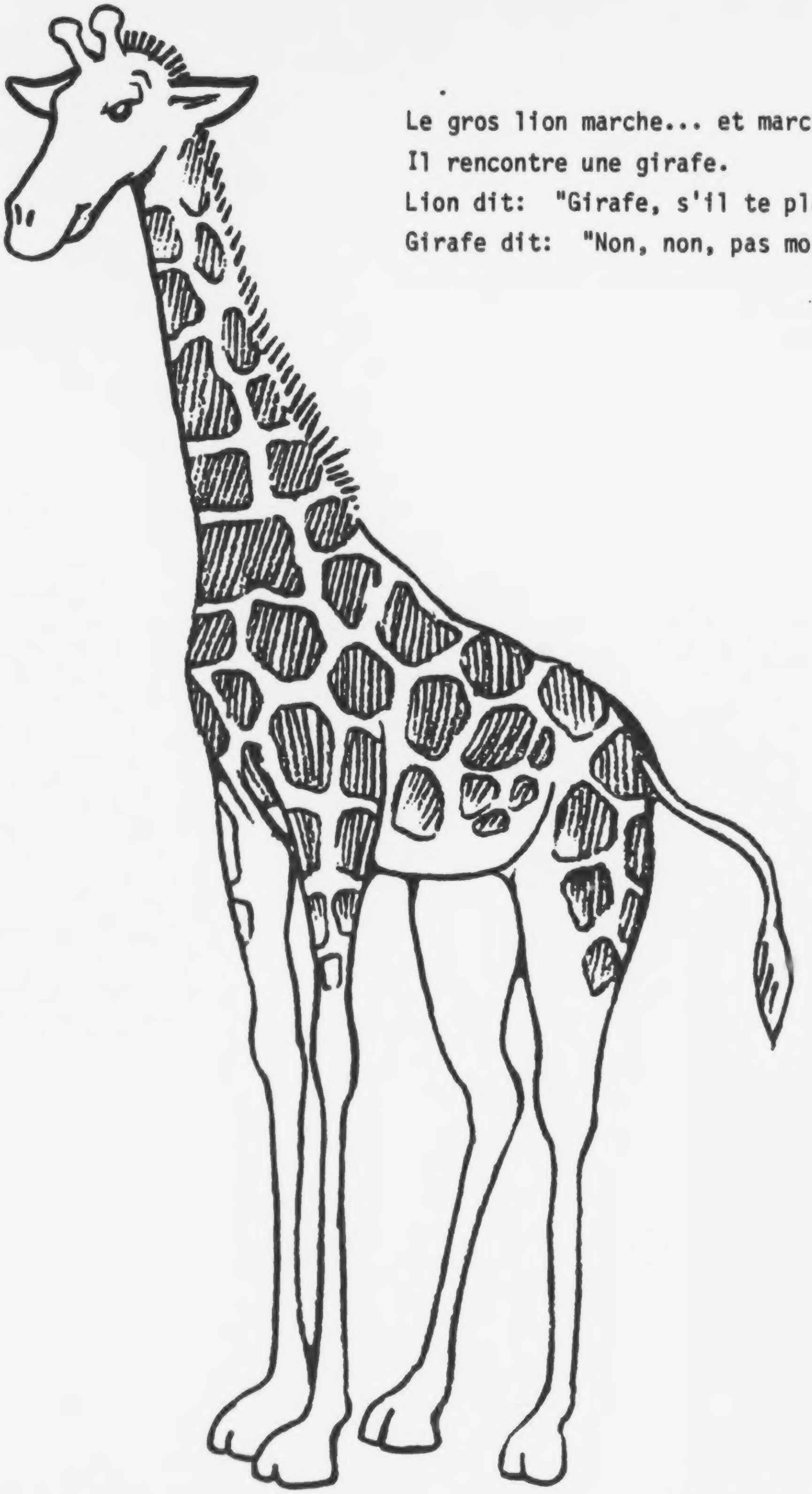
* une écharde = a splinter

Le gros lion marche... et marche... et marche.
Il rencontre un hippopotame.
Lion dit: "Hippopotame, s'il te plaît, retire l'écharde."
Hippopotame dit: "Non, non, pas moi."



Le gros lion marche... et marche... et marche.
Il rencontre un éléphant.
Lion dit: "Éléphant, s'il te plaît, retire l'écharde."
Éléphant dit: "Non, non, pas moi."





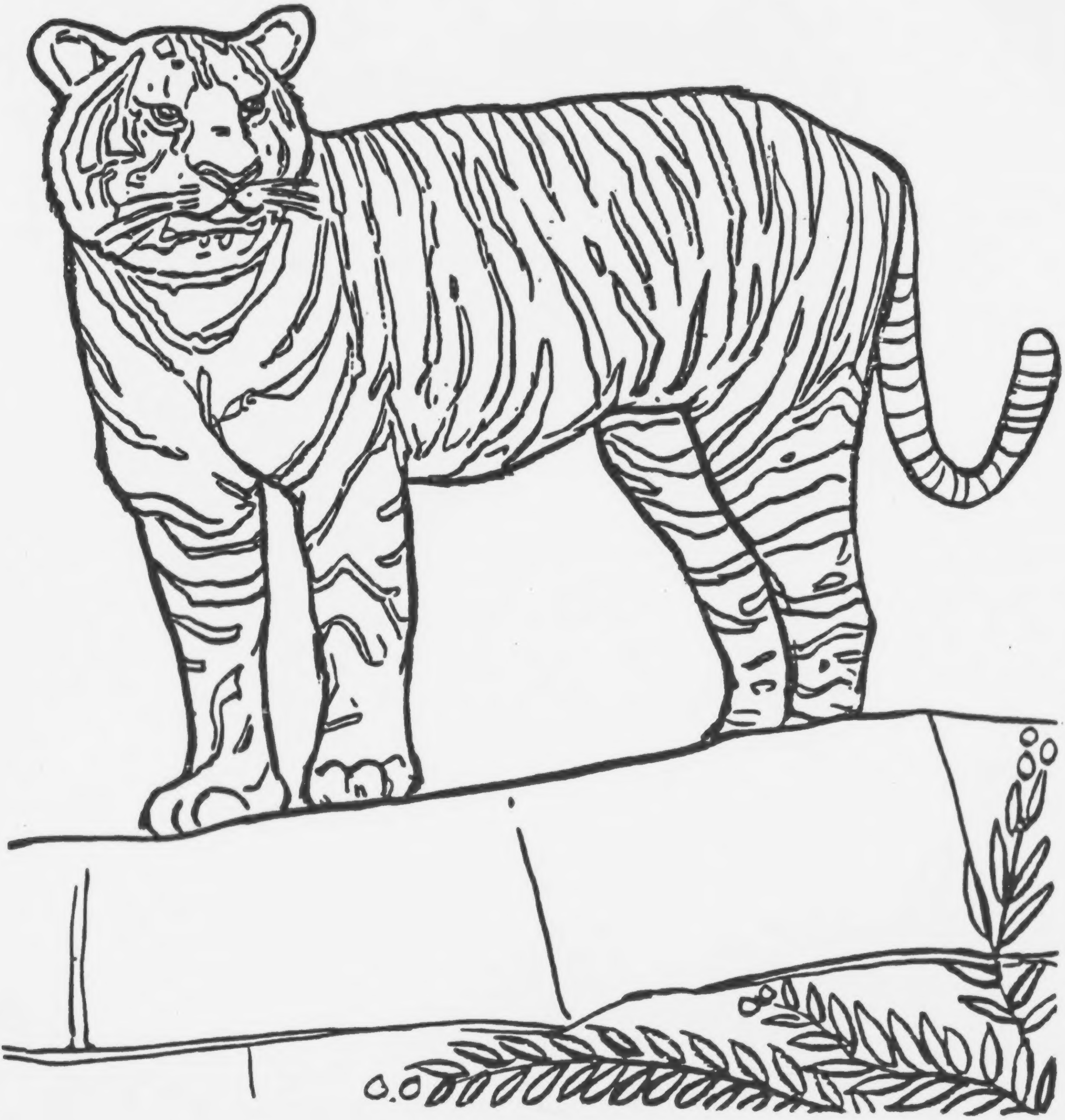
Le gros lion marche... et marche... et marche.

Il rencontre une girafe.

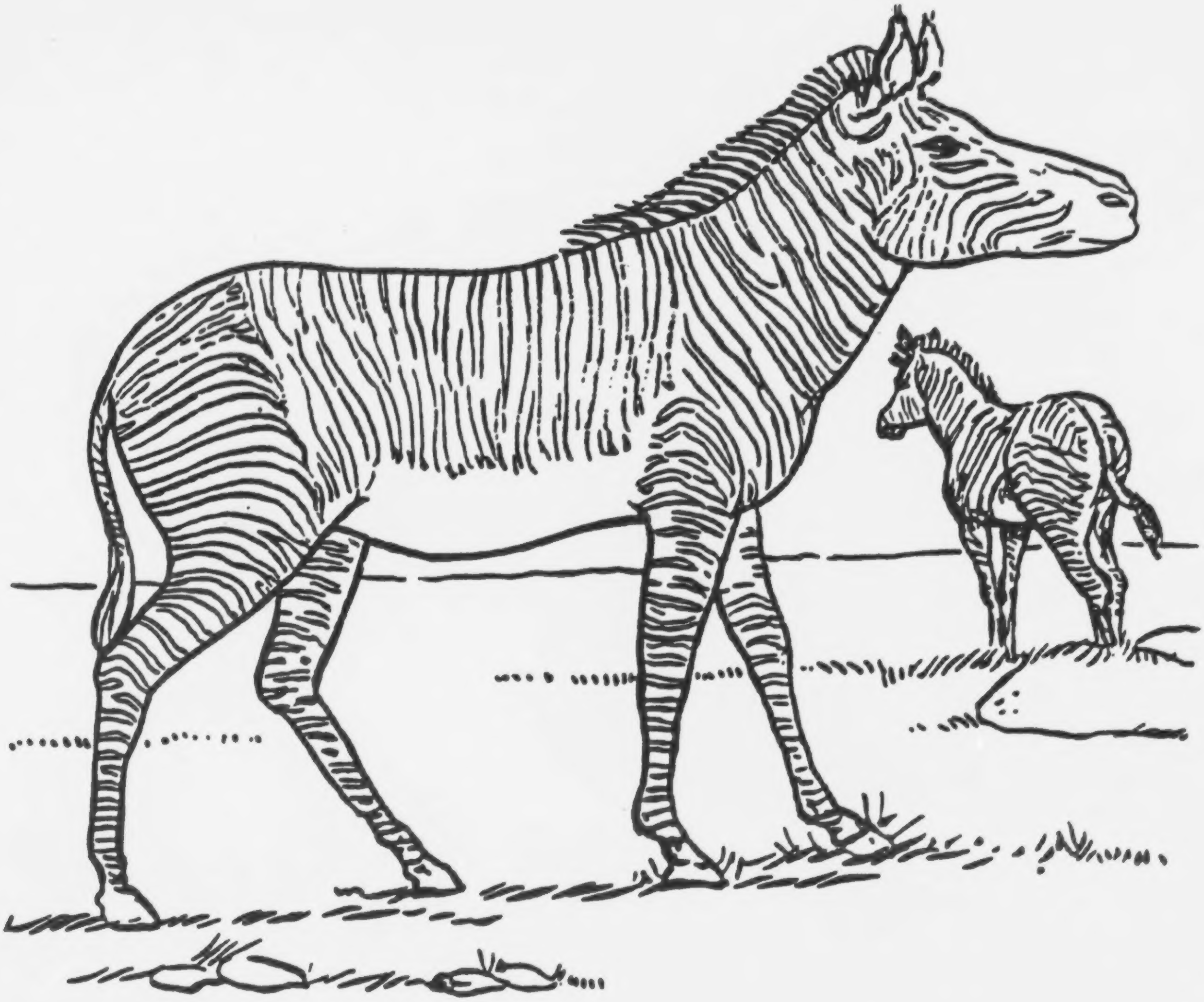
Lion dit: "Girafe, s'il te plaît, retire l'écharde."

Girafe dit: "Non, non, pas moi."

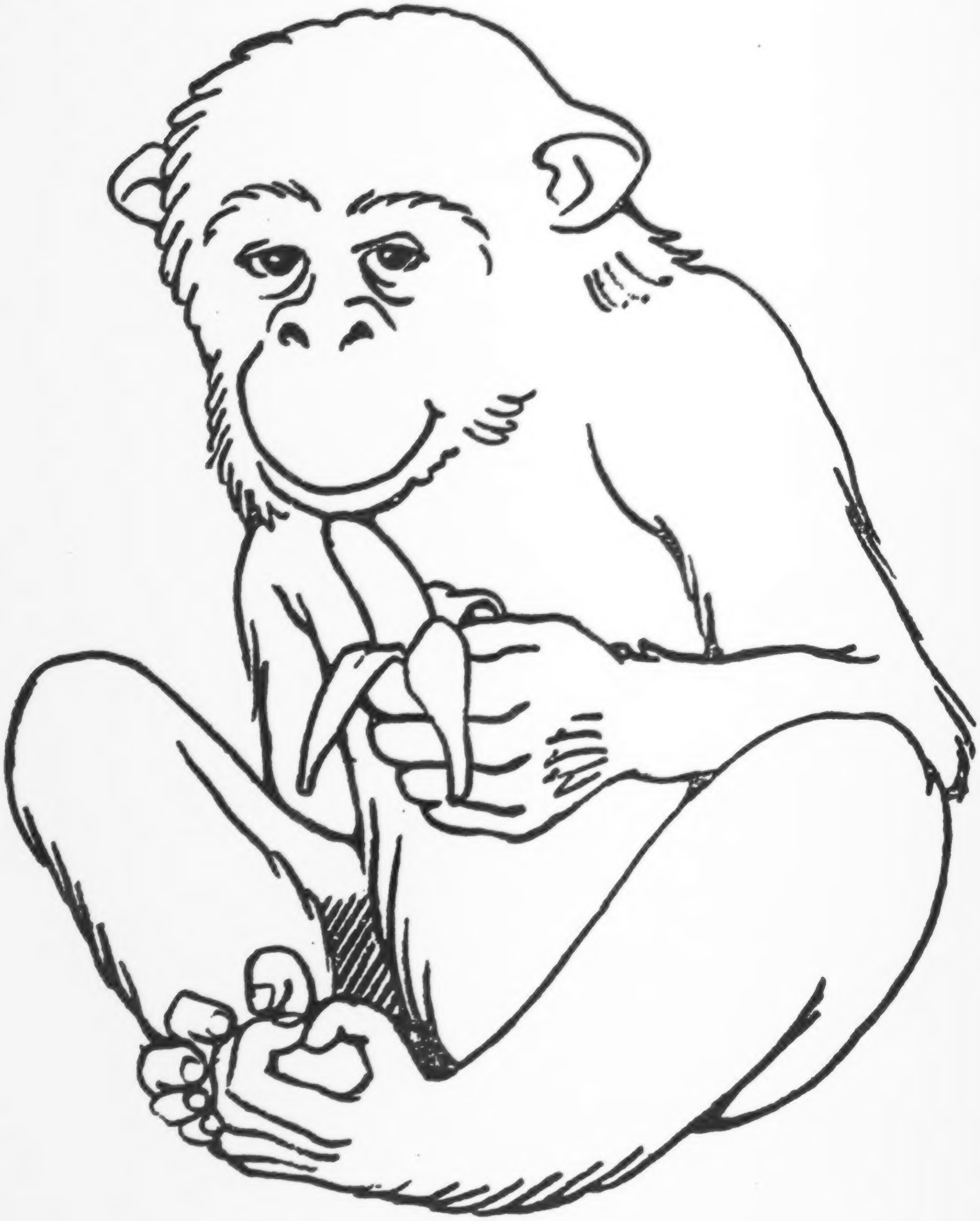
Le gros lion marche... et marche... et marche.
Il rencontre un tigre.
Lion dit: "Tigre, s'il te plaît, retire l'écharde."
Tigre dit: "Non, non, pas moi."



Le gros lion marche... et marche... et marche.
Il est triste et il pleure. Il a très mal à la patte.
Il rencontre un zèbre.
Lion dit: "Zèbre, s'il te plaît, retire l'écharde."
Zèbre dit: "Non, non, pas moi."



Le gros lion marche... et marche... et marche.
Il est très fatigué. Il rencontre un singe.
Lion dit: "Singe, s'il te plaît, retire l'écharde."
Singe dit: "Hi! Hi! Hi! Non, non, pas moi."

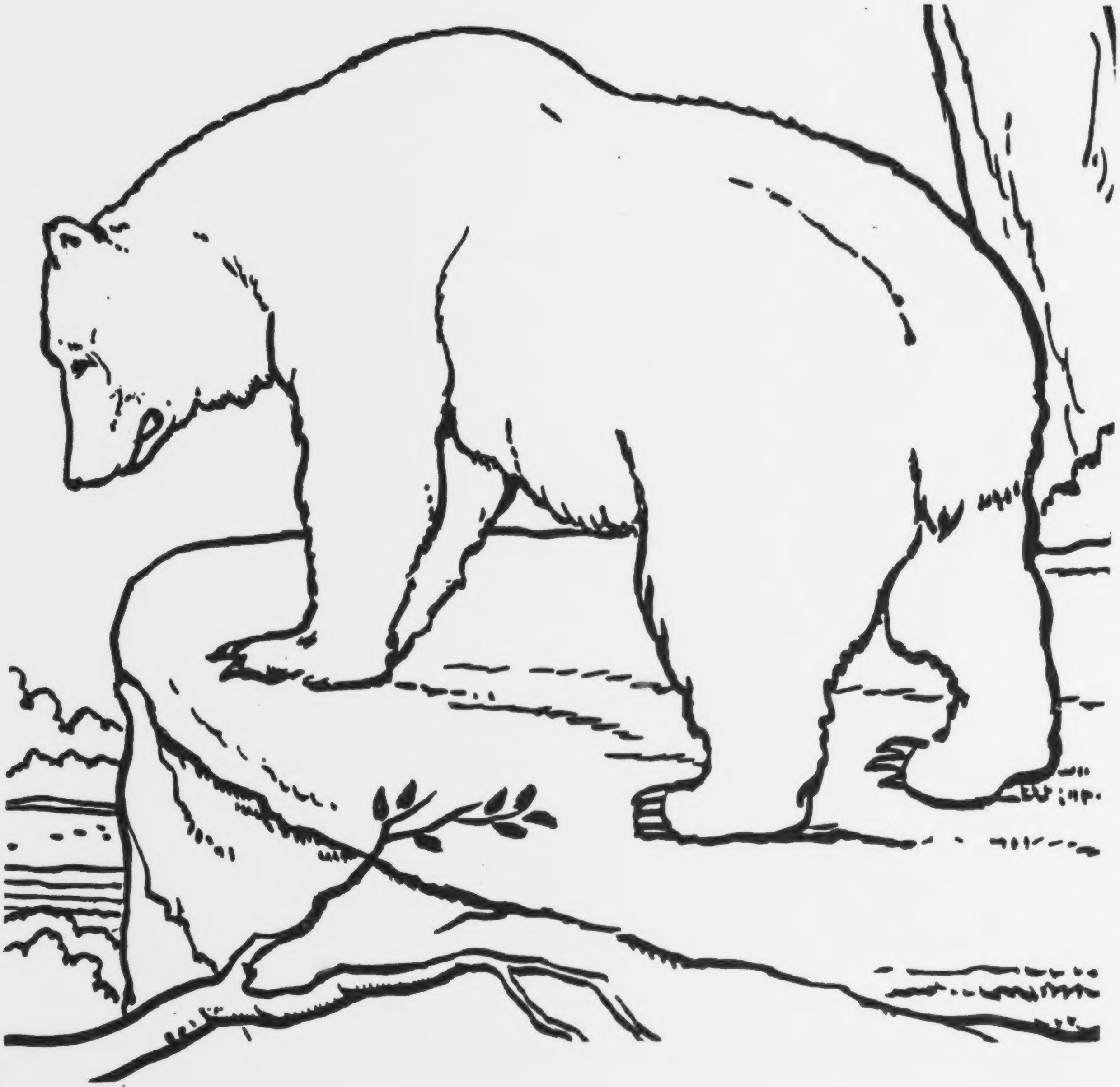


Le gros lion marche... et marche... et marche.

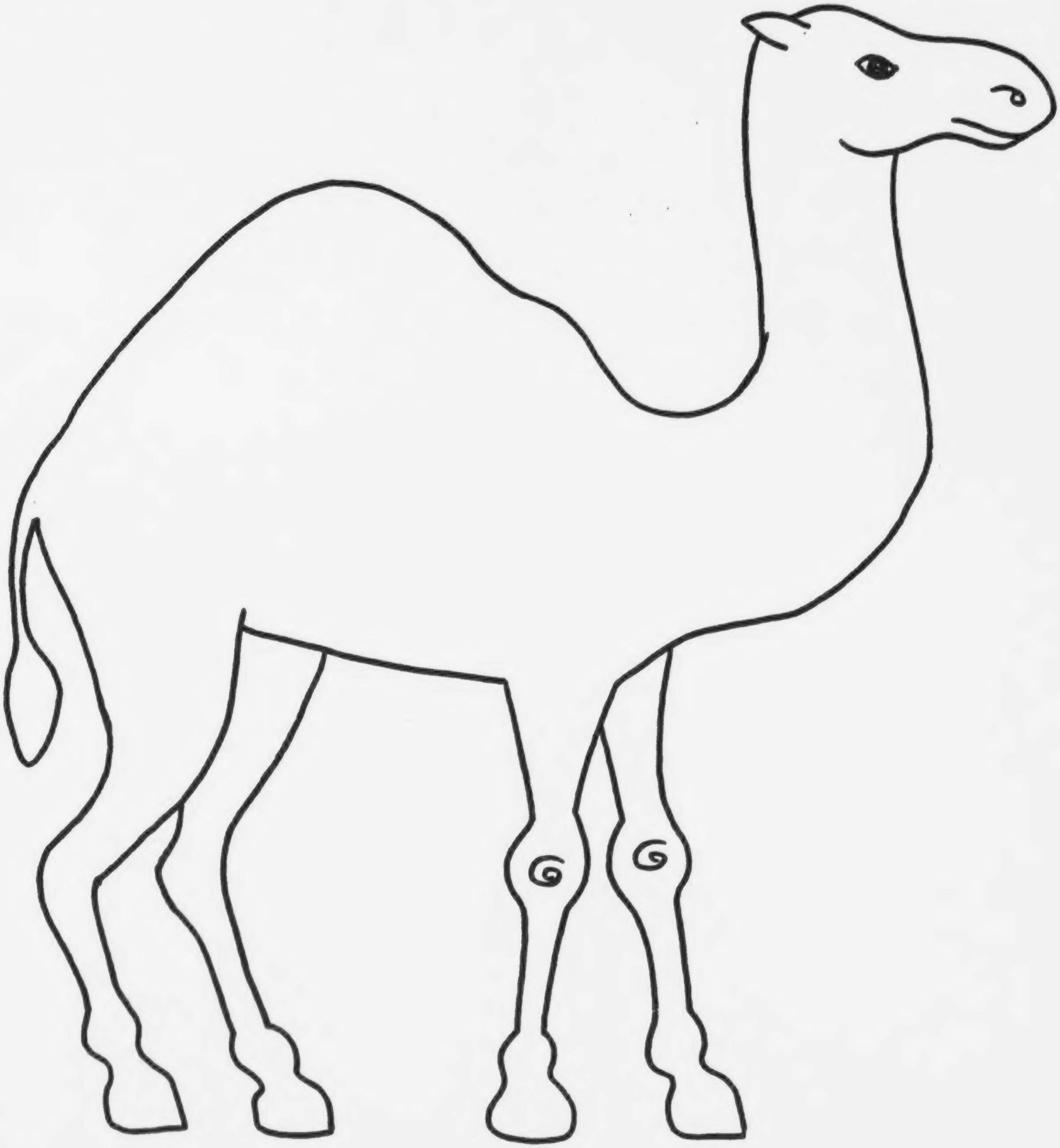
Il rencontre un ours.

Lion dit: "Ours, s'il te plaît, retire l'écharde."

Ours dit: "Non, non, pas moi."



Le gros lion marche... et marche... et marche.
Il rencontre un chameau.
Lion dit: "Chameau, s'il te plaît, retire l'écharde."
Chameau dit: "Non, non, pas moi."



Le gros lion marche... et marche... et marche.

Il rencontre une petite souris.

Lion dit: "Souris, s'il te plaît, retire l'écharde."

Souris dit: "Oh! oui monsieur le gros lion."

Et la petite souris retire l'écharde de la patte du gros lion.

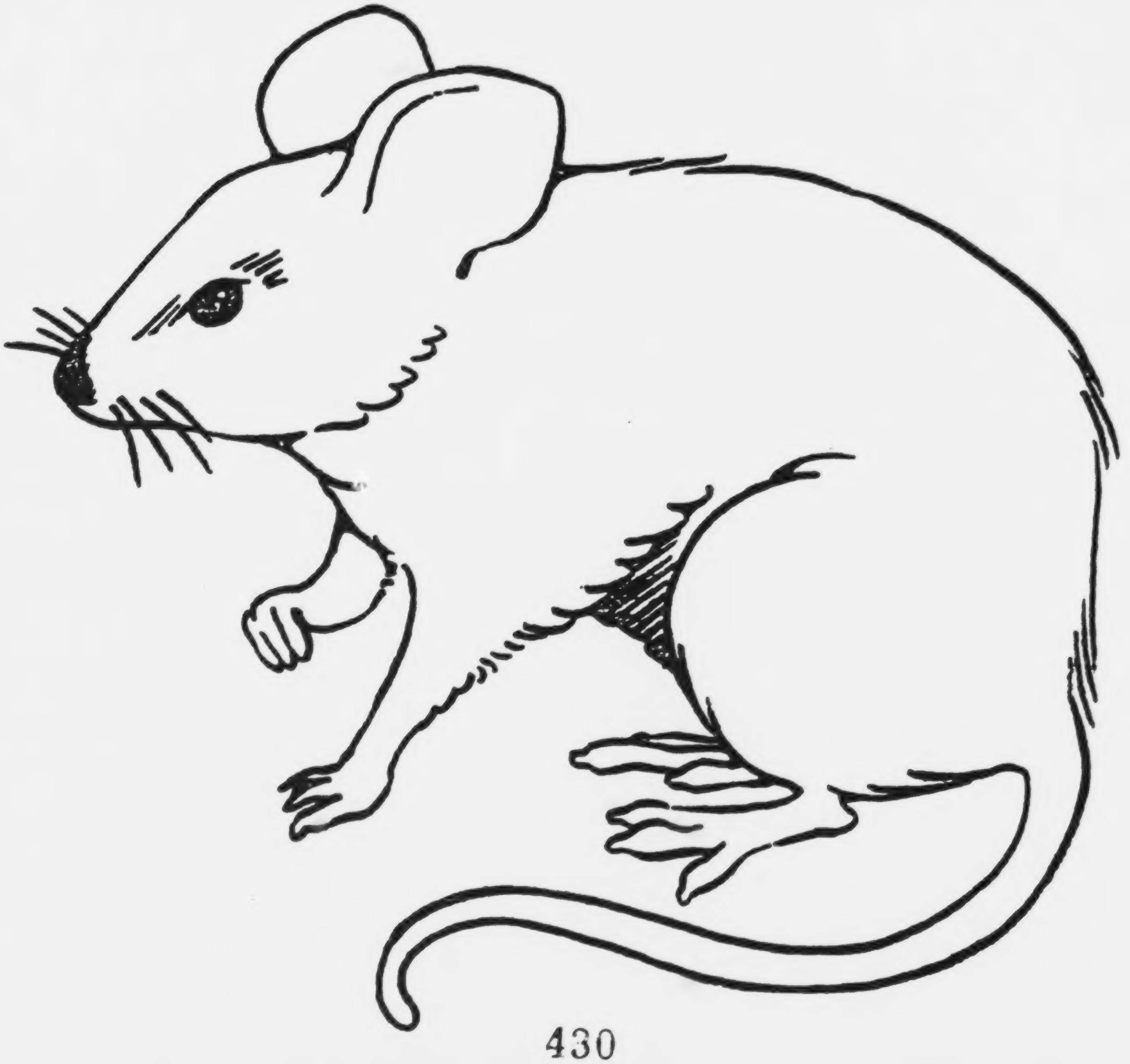
Lion dit: "Oh! merci petite souris. Merci. Merci."

(Il l'embrasse.)

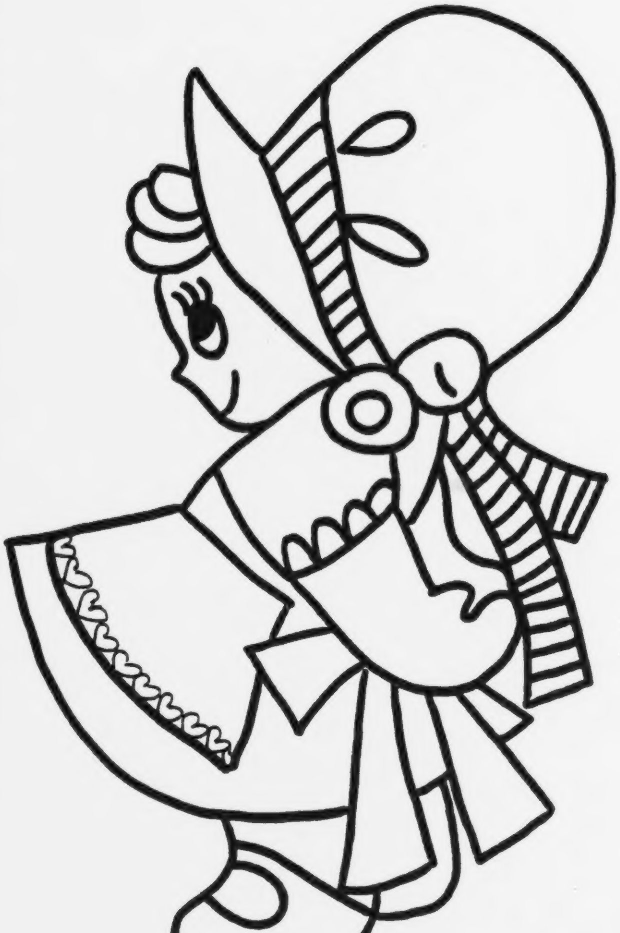
Souris dit: "Oh! là, là, monsieur le gros lion."

Lion dit: "Tu es très gentille et courageuse. Merci et au revoir, petite souris."

Souris dit: "Au revoir, monsieur le gros lion. De rien."



fête des mères



Joyeuse
Fête
Des
Mères

2e année

COMPTINES

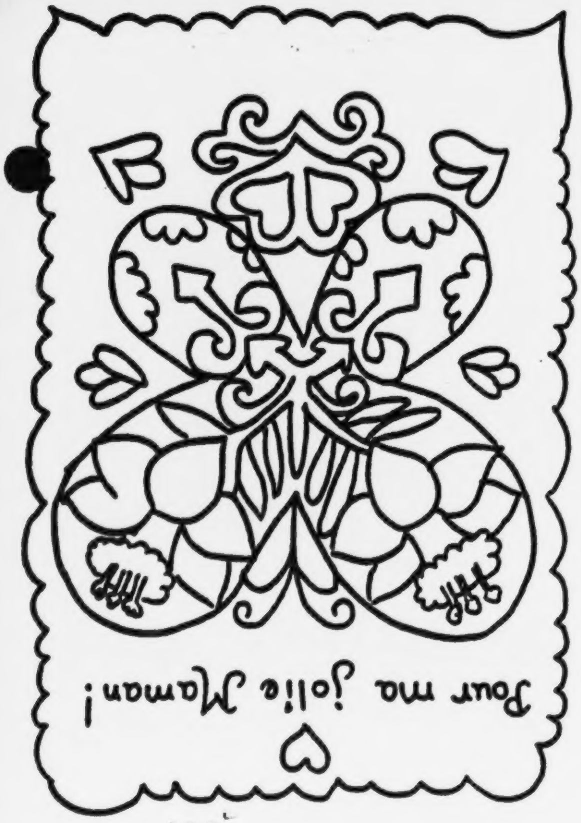
1. Merci, maman, merci

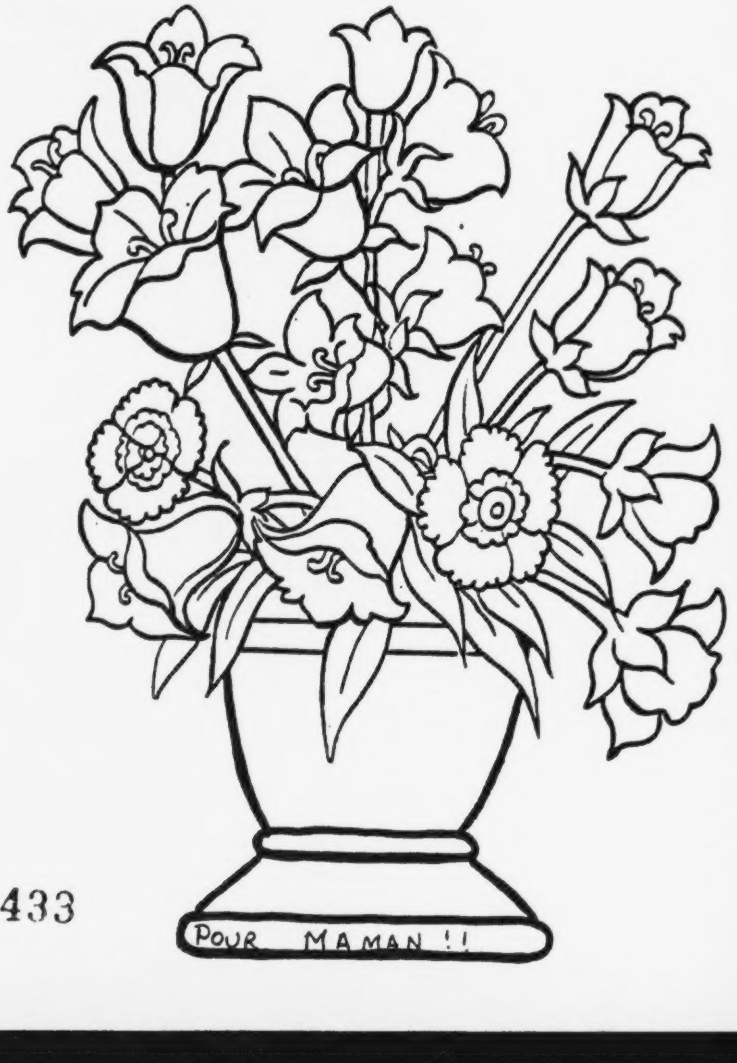
Merci, maman, merci
Tu es très gentille.
Tu es belle comme les fleurs.
Je t'aime de tout mon coeur.
Joyeuse Fête des Mères!

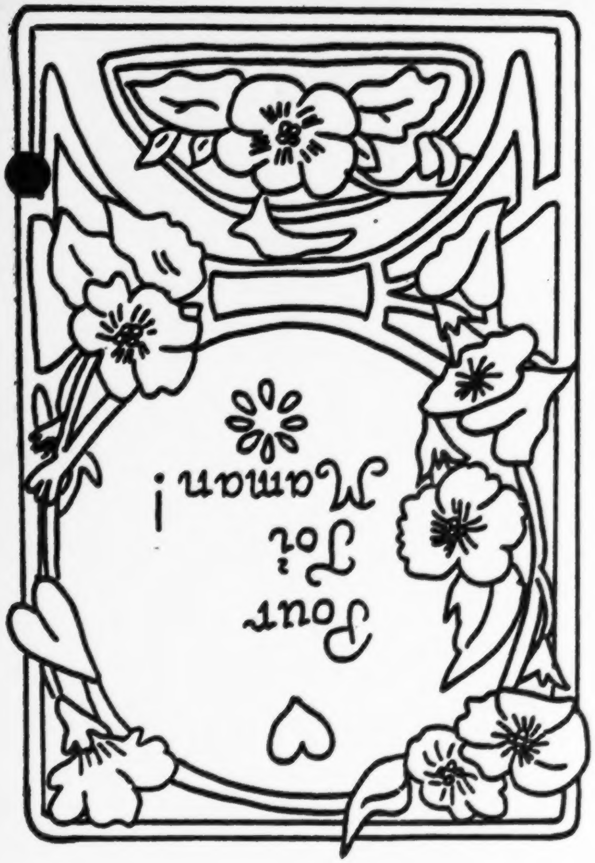
2. Tiens, maman

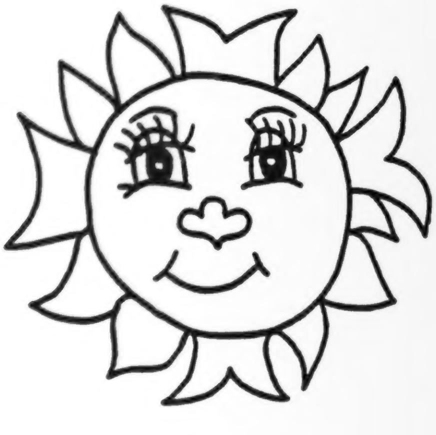
Tiens, maman
Avec cette fleur,
Je te donne
Mon petit coeur.

(See page 400 for the activity which accompagnies this comptine.)


Pour ma jolie Maman!


POUR MAMAN !!


Pour
Toi
Maman !



Bonne fête
Belle maman.
Bonne fête
De ton enfant.

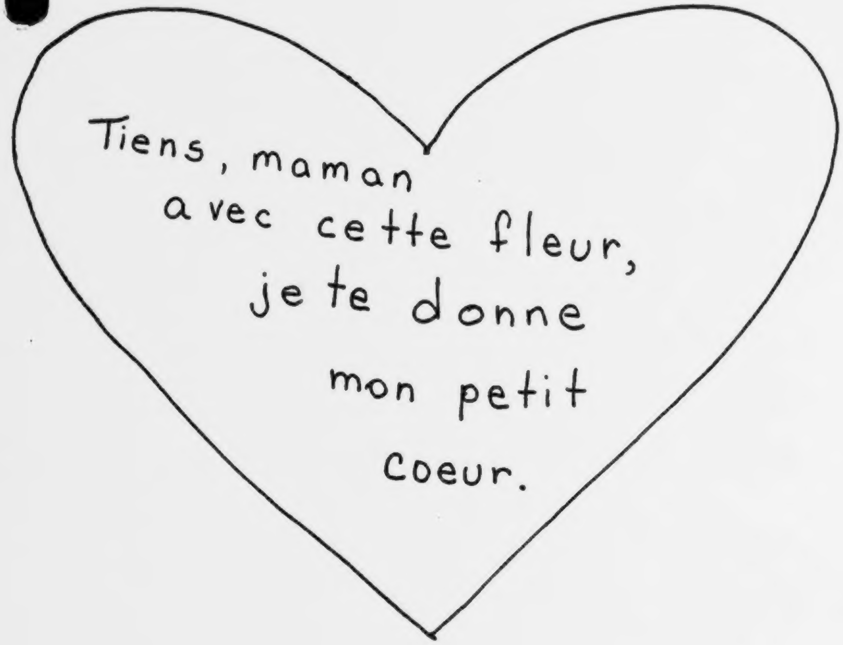
Activité

La fête des mères

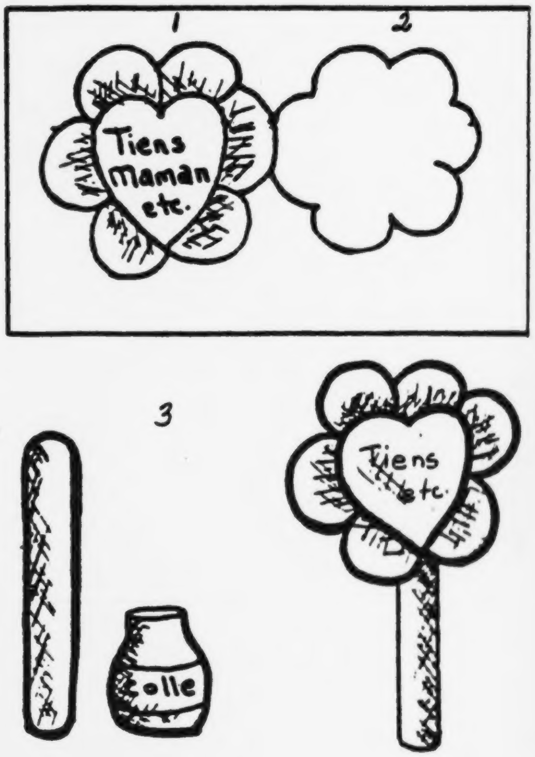
A follow-up activity to the comptine Tiens, maman, page 397.

Materials needed:
- paper heart with verse (see bottom)
- coloured paper or coloured tissue paper
- scissors
- popsicle sticks
- glue

Make as many copies of the heart below as students in the class on white (or coloured paper). Students cut out the heart and glue it to coloured (tissue) paper in the shape of a flower. Both of these are now glued to the popsicle stick. After learning the comptine, the students should recite it while handing their mothers their gift.



Tiens, maman
avec cette fleur,
je te donne
mon petit
coeur.



Note to teacher:

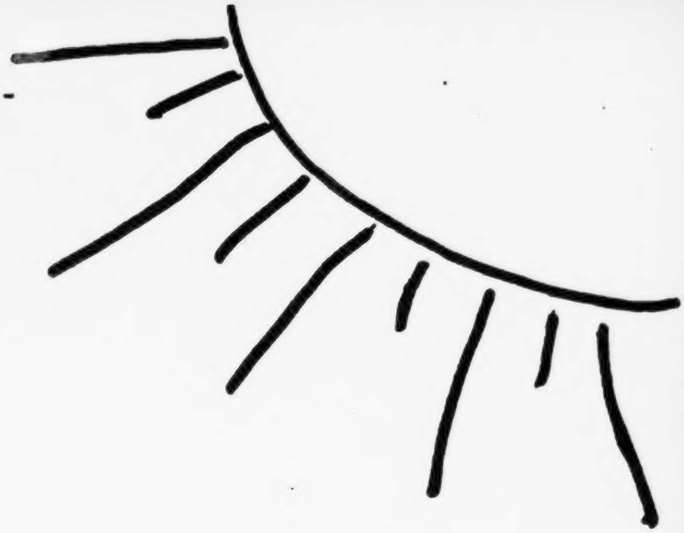
You are not required to use all the material in the following themes. Select the material most appropriate for your class.

J
U
I
N

Les thèmes:

1. L'été
2. La fête des pères

* This month provides an excellent opportunity to repeat favorite songs and activities.



L'ÉTÉ

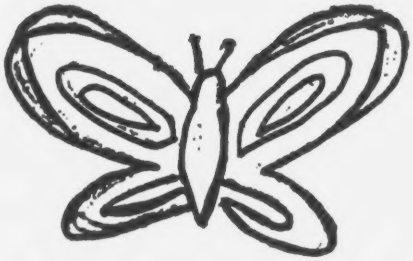
2e année

COMPTINES

1. Le papillon

Vole, vole, papillon
Au-dessus de mon école.
Vole, vole, papillon
Au-dessus de ma maison.

2. Papillon



Papillon, couleur d'été,
Tu t'envoles,
Tu t'envoles.
Papillon, couleur d'été,
Tu t'envoles
Dans les prés.

COMPTINES

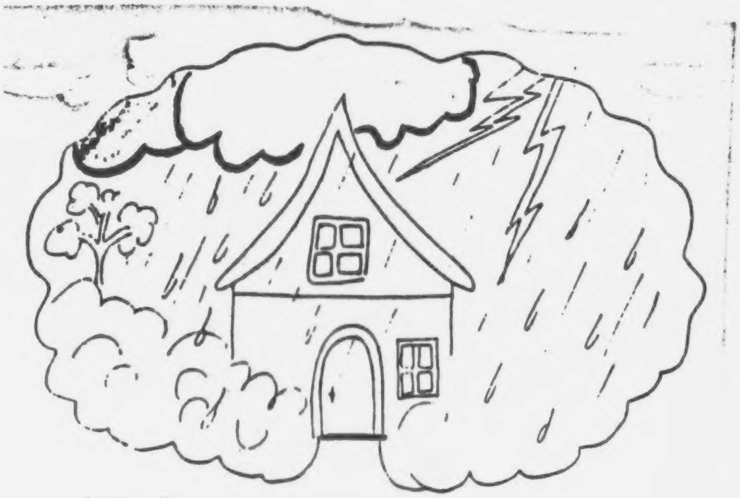
3. L'orage

a. Tip, top, tap,
Fait la pluie
Aux fenêtres
De mon salon.

b. Flic, floc, flac,
Dans la nuit
Sur le toit
De ma maison.

c. Hou, hou, hou,
Fait le vent
Qui tourne, tourne,
Tourne en rond.

d. Boum, boum, boum,
Fait le tonnerre
Qui gronde, gronde
Dans les airs.



4. C'est l'été

Trois petits moustiques m'ont piqué;
Un sur le front, un sur le nez,
Et le troisième au bout du pied!

Trois petits boutons ont poussé;
Un sur le front, un sur le nez,
Et le troisième au bout du pied!

Me voilà tout défiguré!
C'est l'été!

CHANSONS

1. C'est l'été
(Tune: Frère Jacques)

C'est l'été, c'est l'été!
Il fait chaud, il fait chaud,
Et le soleil brille, et le soleil brille,
Dans le ciel, dans le ciel.

2. Poisson tout rond
(Tune: This old man)

J'ai pêché un poisson;
Un petit poisson tout rond.
Je l'ai ramené bien vite à la maison.
Pour le remettre dans mon poêlon.

3. Viens jouer
(Tune: Chevaliers de la table ronde)

Viens jouer;
Le soleil est chaud.
C'est l'été!
Comme il fait beau!

Refrain: Il fait beau. Oui, oui, oui!
Il fait chaud. Oui, oui, oui!
C'est l'été.
Viens dehors jouer.

ACTIVITÉ

Ballade de la salade

This activity reinforces comprehension of the numbers 11 to 20.

Materials needed: a bag of number cards.

Salade, salade
Je suis malade
D'avoir mangé
Trop de salades.

* This poem must be well practiced before beginning this activity.

The students should be standing in a circle with the teacher in the middle holding a bag of numbers (11-20 with several of each –

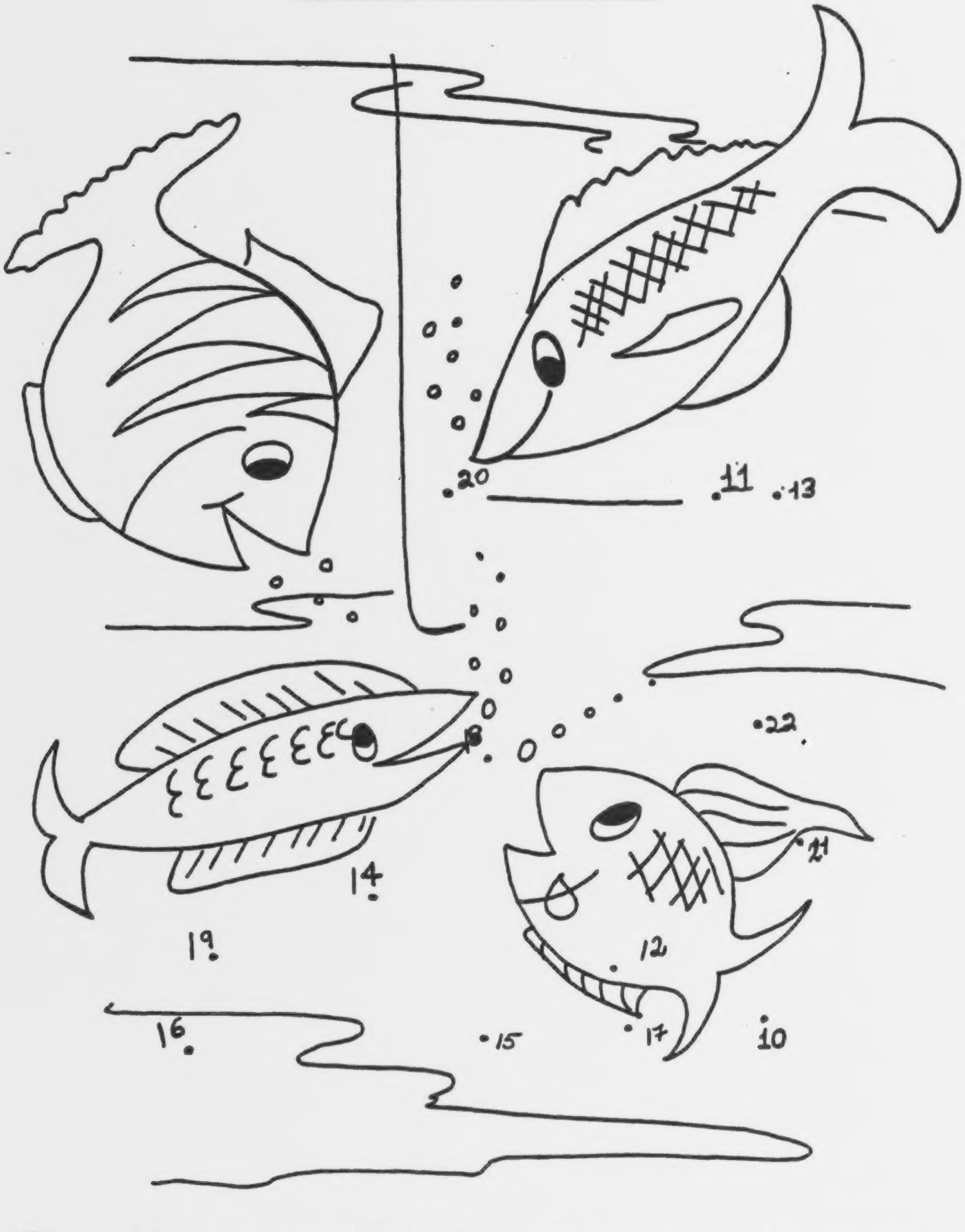
e.g. $\boxed{12}$ $\boxed{12}$ $\boxed{13}$ $\boxed{13}$ $\boxed{13}$ $\boxed{14}$ $\boxed{15}$ etc....)

The teacher and students recite the poem. As the teacher goes around the circle, each student selects a card from the bag that he/she hides. The teacher will name a number and all the students who have that number will recite the poem in unison. The teacher should choose numbers at random and repeat some numbers in order to maintain the students' attention.

ACTIVITÉ

Allons à la pêche

To review numbers 10-22.

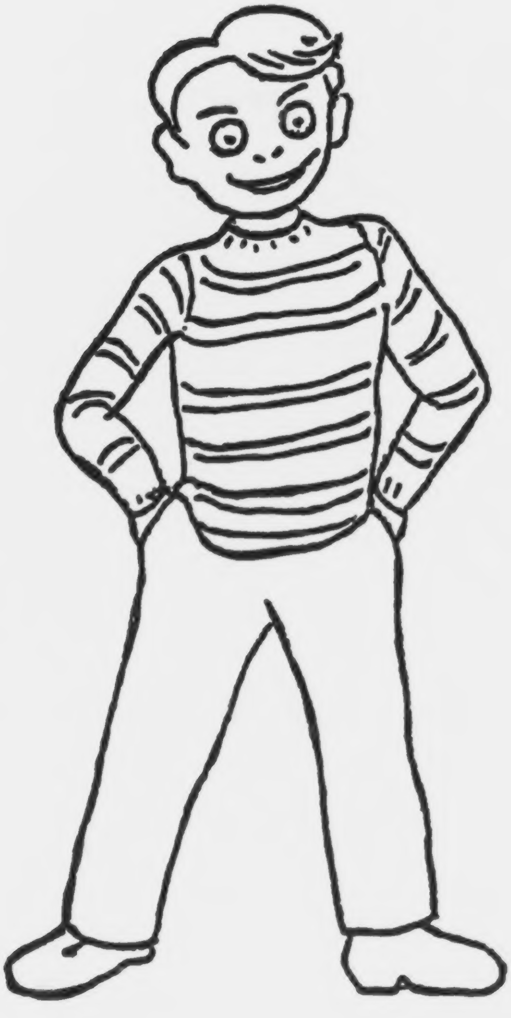

20
11
13
22
21
14
19
12
16
15
17
10

The teacher calls out the following numbers as the students join dot-to-dot. "Numéros 11, 20, 18, 14, 19, 16, 15, 12, 17, 10, 21, 22, 13, 11."

CONTE

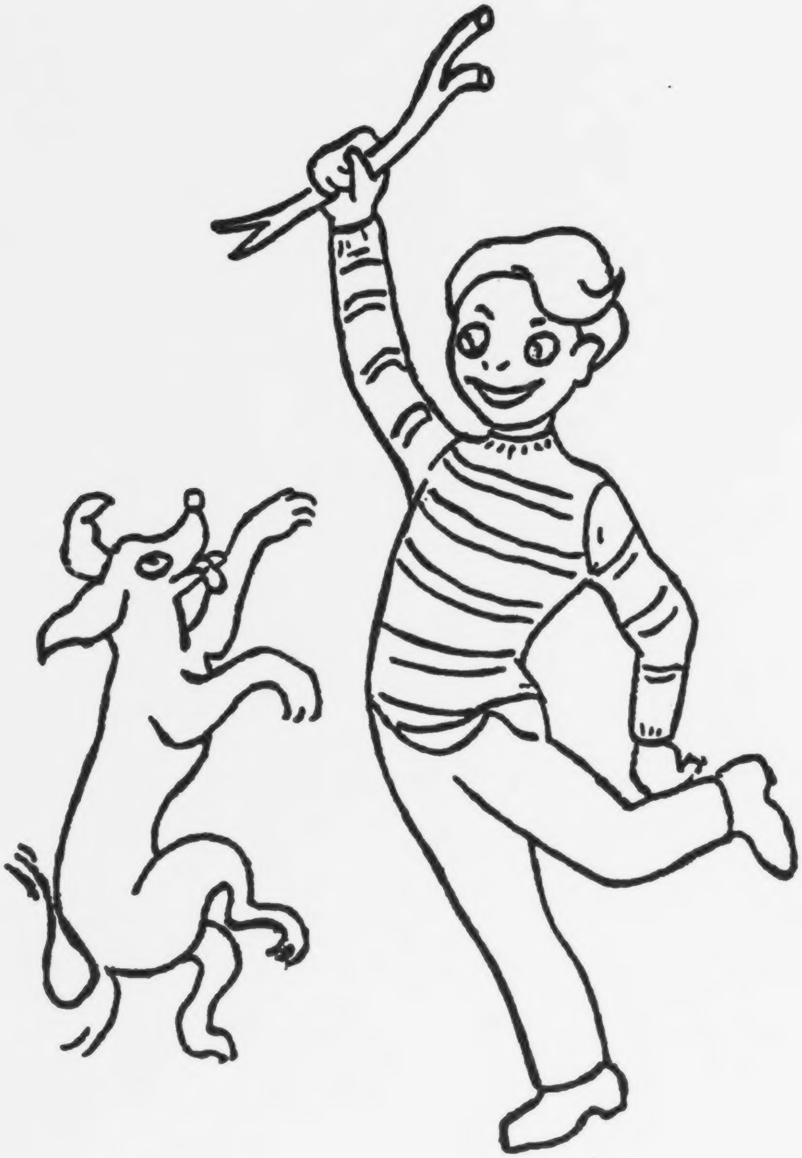
NIKI ET PITOU

Voici un petit garçon.



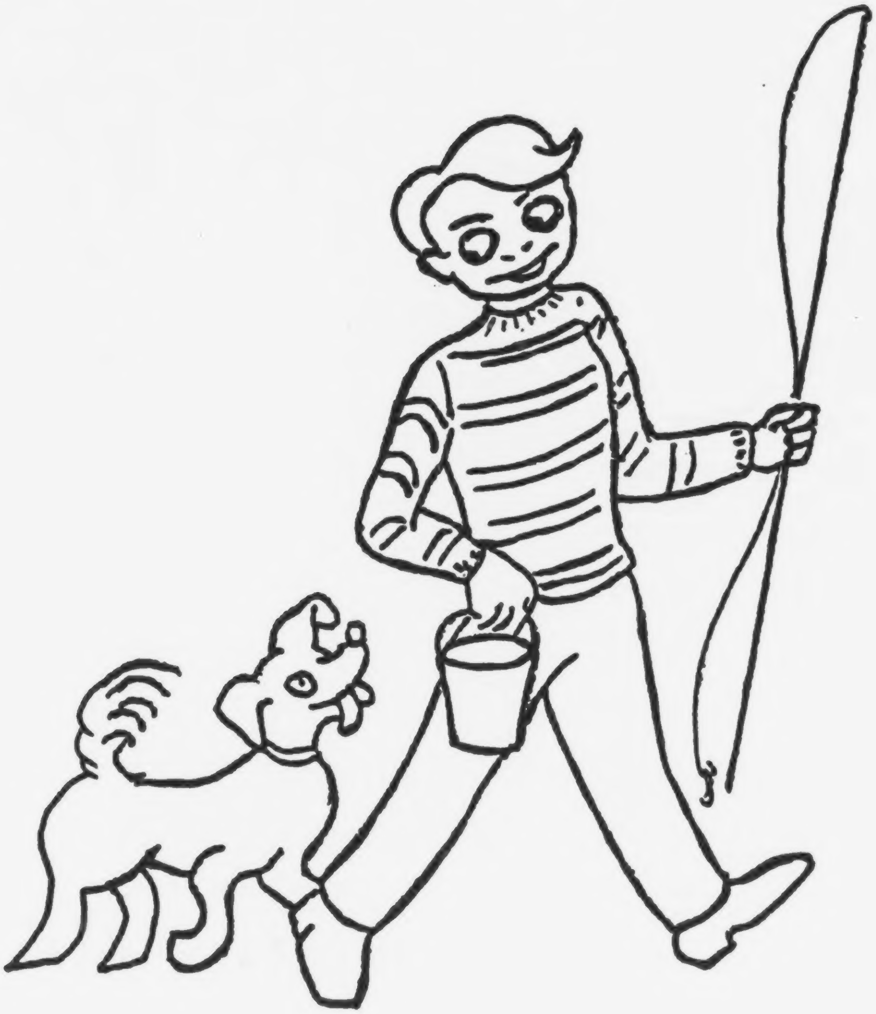
Il s'appelle Niki.

Voici son chien Pitou.



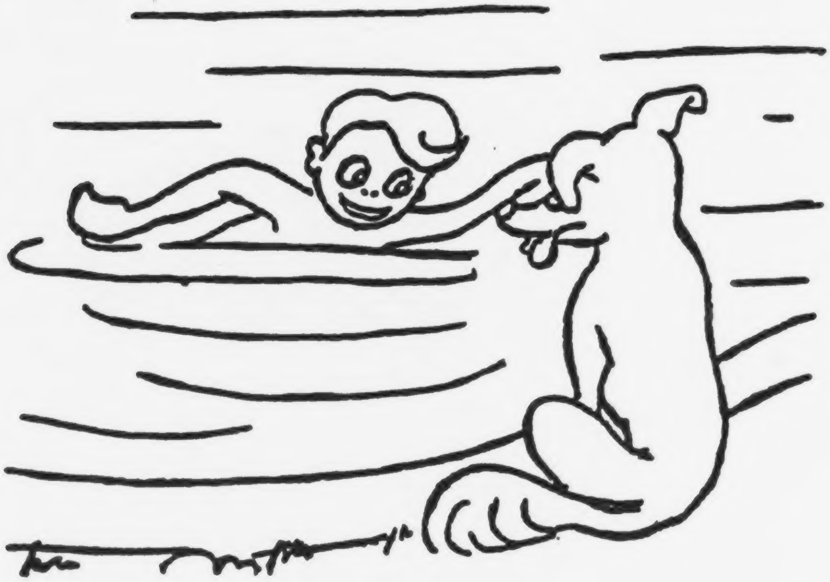
Niki joue avec Pitou.

Niki va à la pêche.

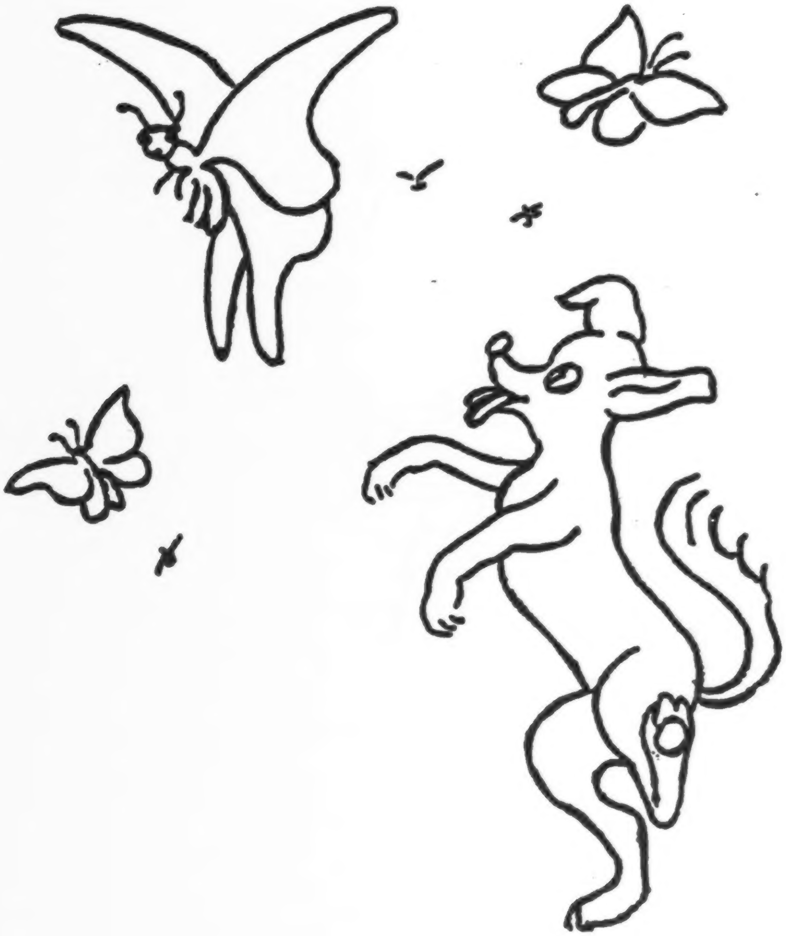


Pitou va avec Niki!

Niki nage dans le lac.
Il adore nager.

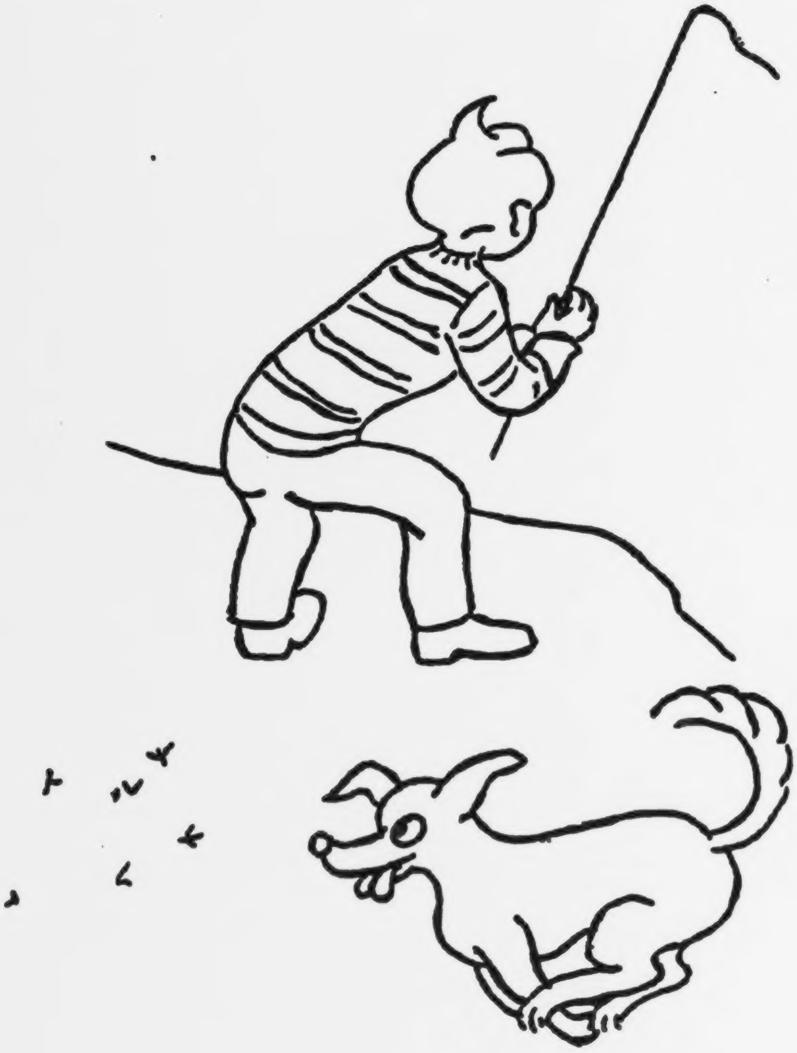


Pitou regarde Niki.
Pitou n'aime pas l'eau.

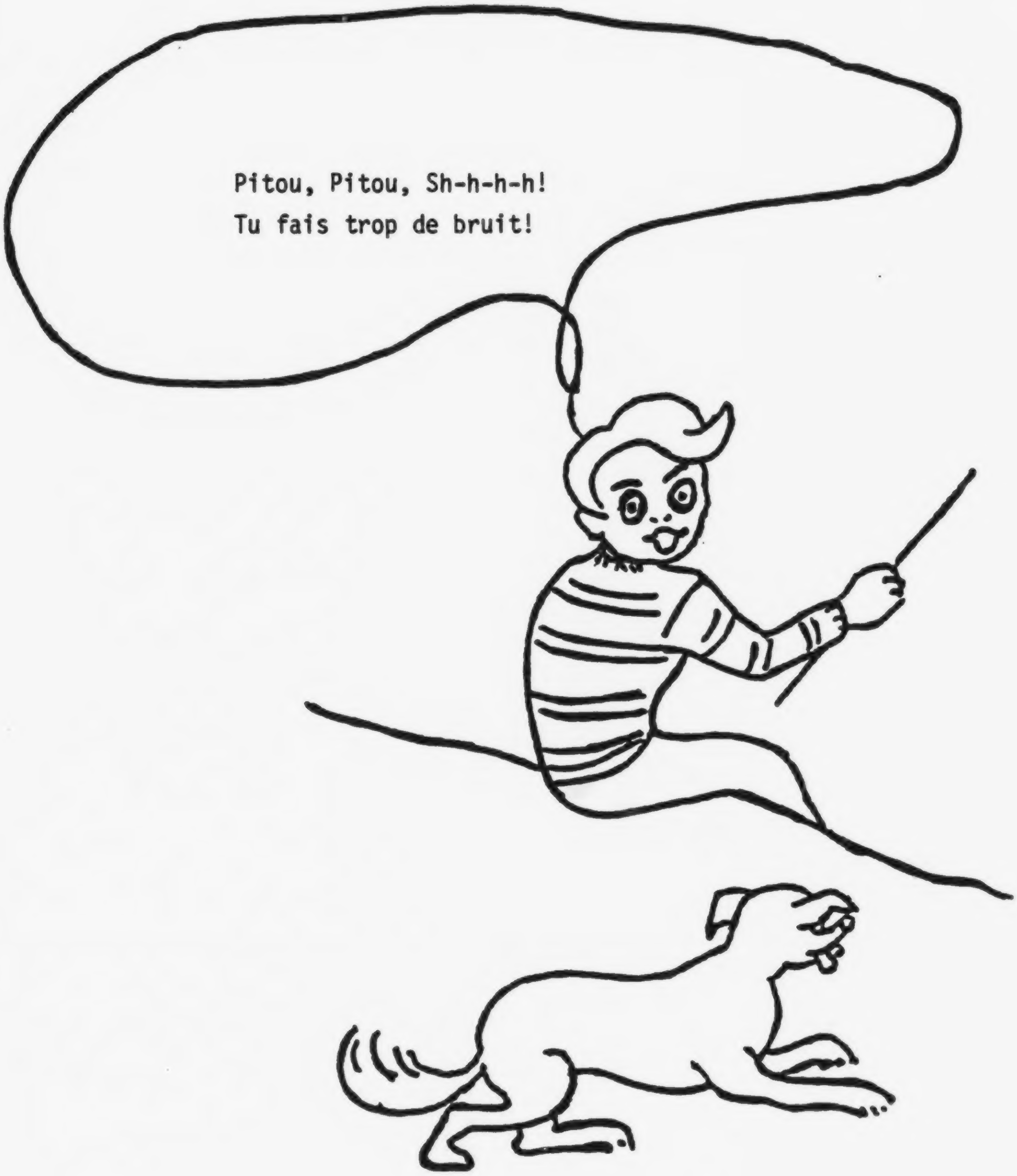


Pitou court après des papillons.

Viens, Pitou.
Niki veut prendre un poisson.

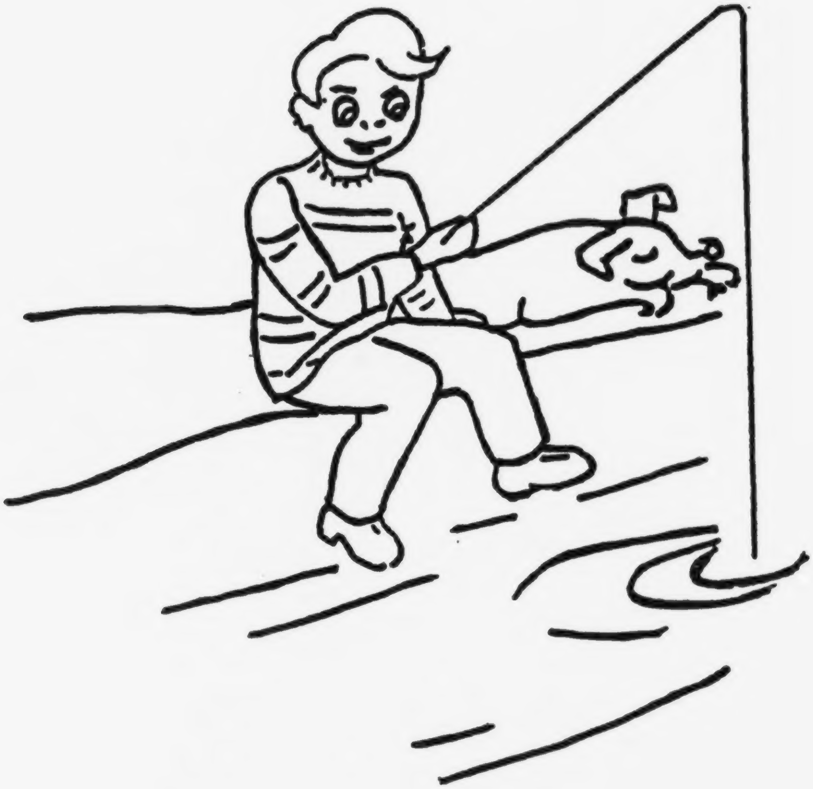


Pitou court après des mouches.

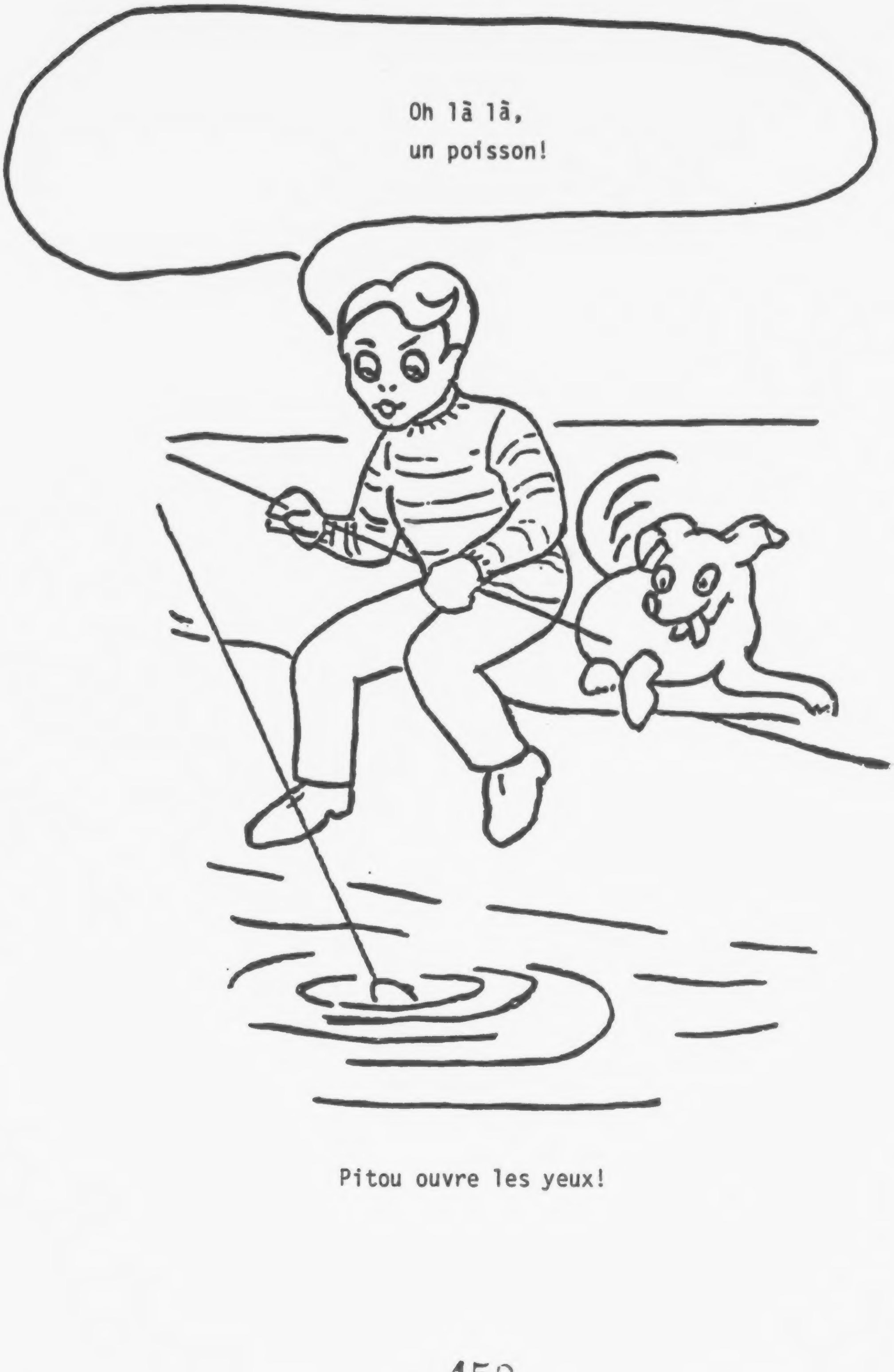

Pitou, Pitou, Sh-h-h-h!
Tu fais trop de bruit!

Pitou se couche.

Niki veut prendre un poisson.



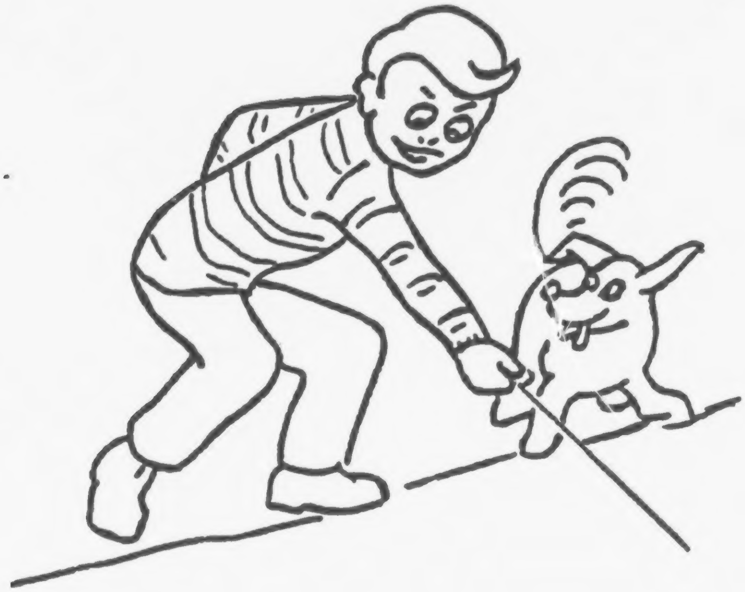
Mais, Pitou dort.



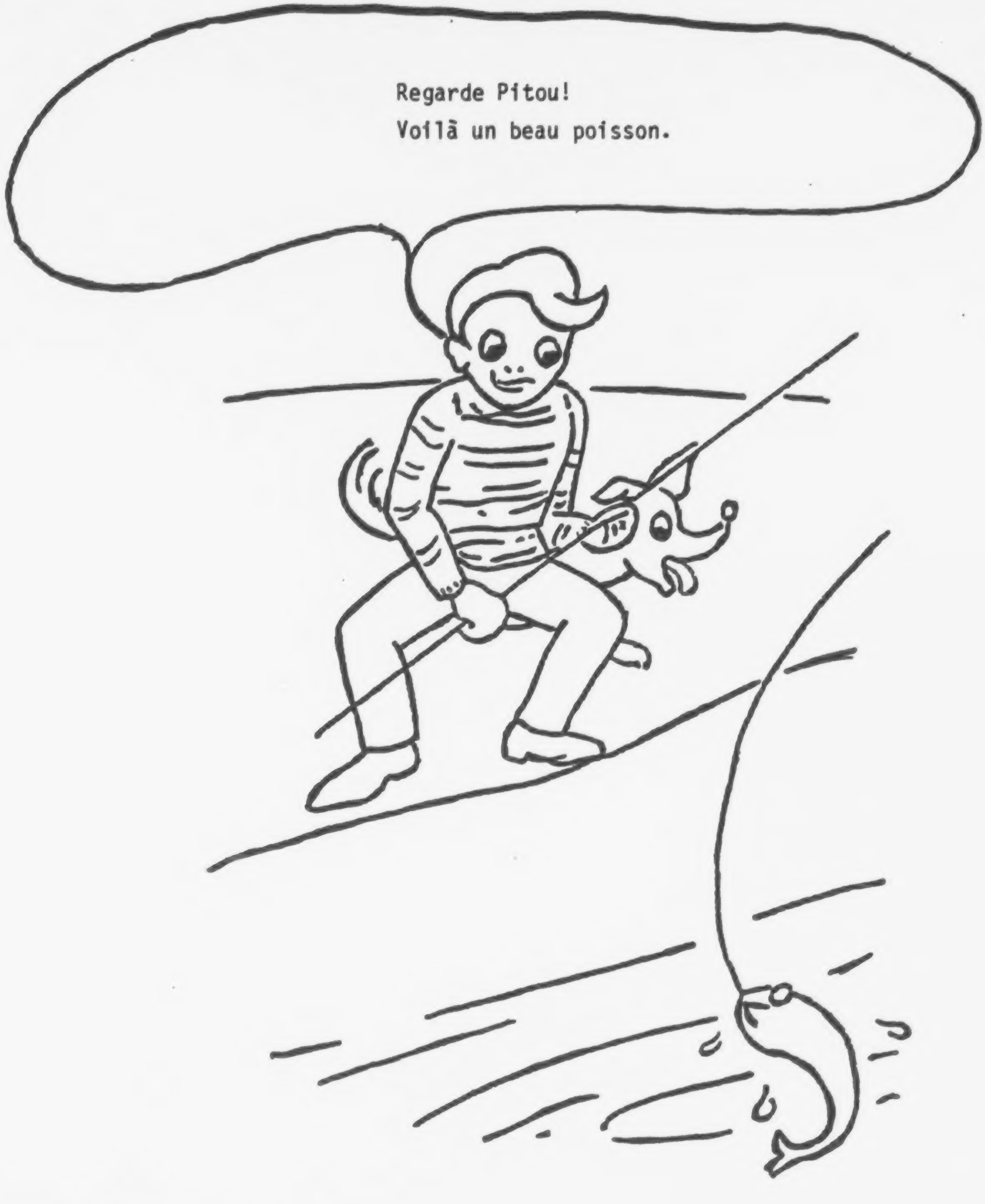
Oh là là,
un poisson!

Pitou ouvre les yeux!

Niki saute et il tire sa ligne.

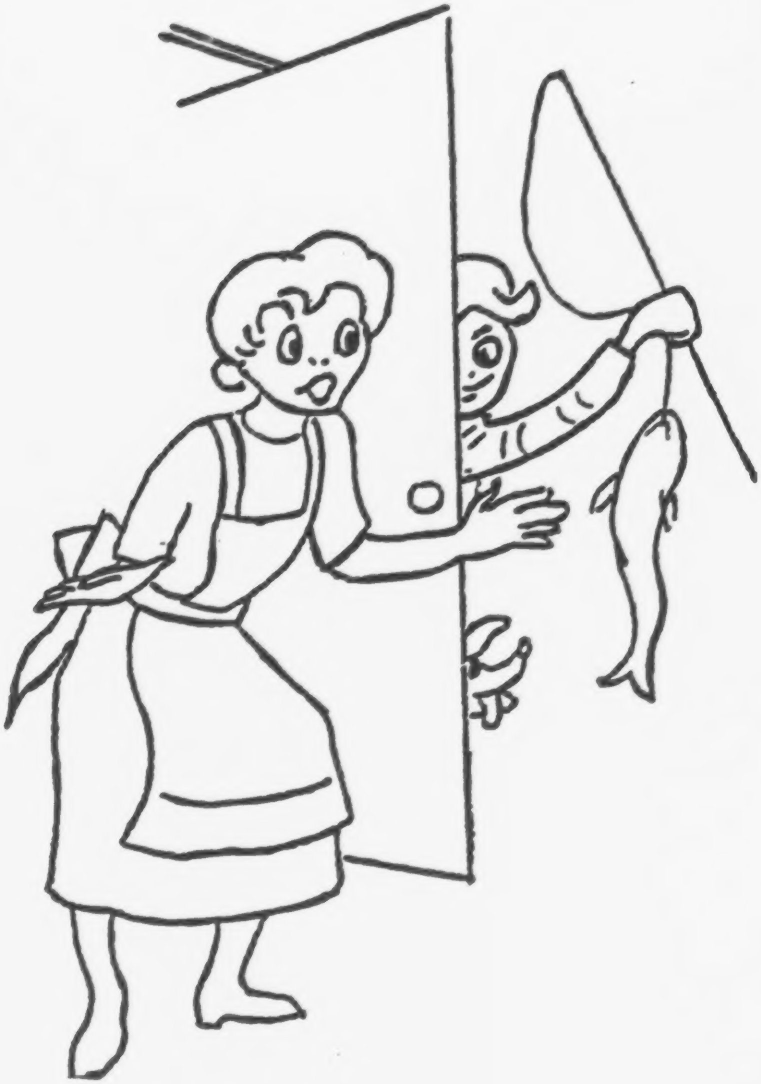


Oua - oua, dit Pitou!


Regarde Pitou!
Voilà un beau poisson.

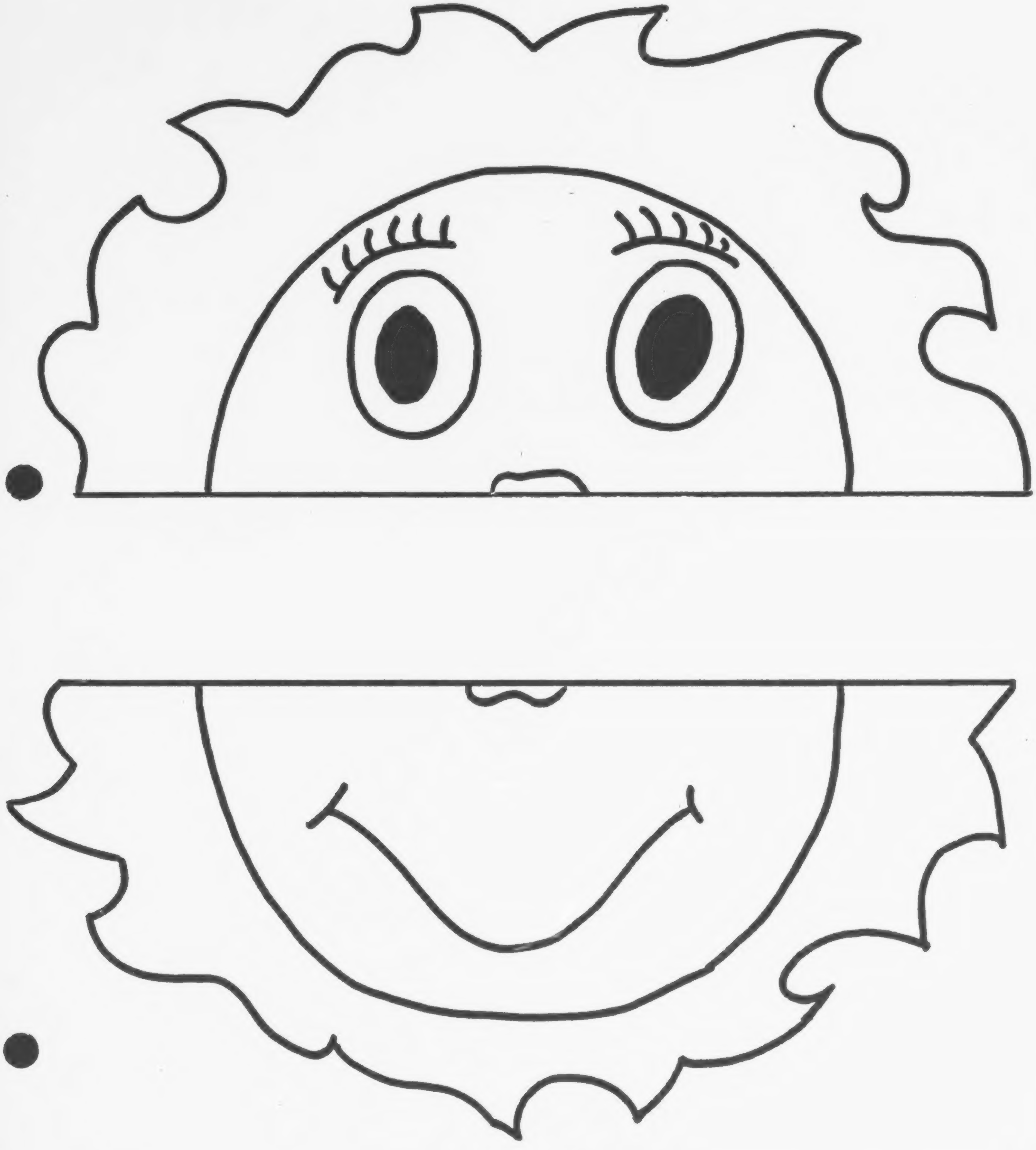
Oua - oua, dit Pitou!

Niki apporte le poisson à la maison.



— Bravo, Niki! dit maman.
Quel beau poisson!

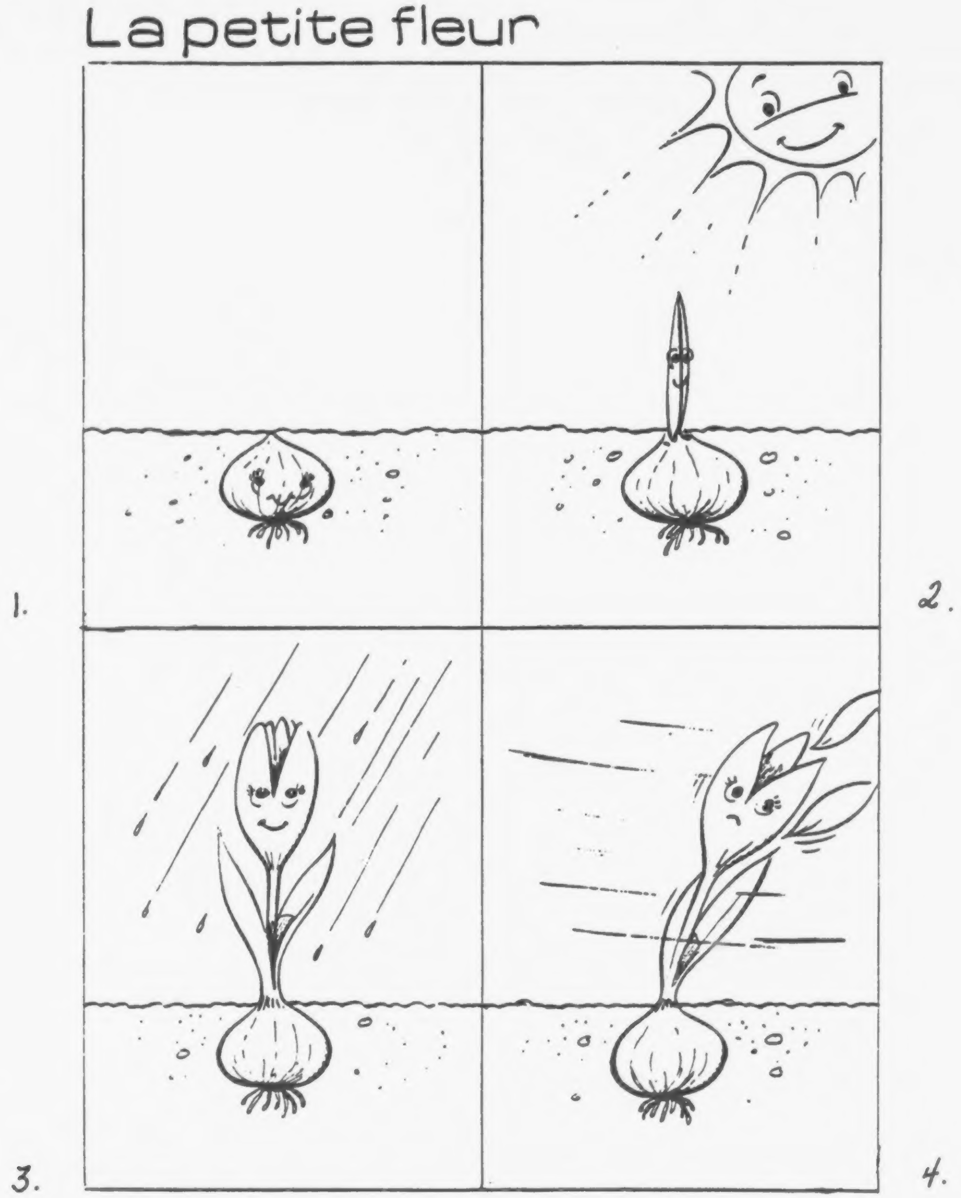
Le soleil: PAPER BAG PUPPET



CONTE

La petite fleur

1. Regardez ma maison.
   Je suis dans un onion.
2. Je me réveille.
   Ah, le beau soleil!
3. Mmm la belle pluie fraîche.
4. Oh le méchant vent du nord.



For an activity based on this story, see page 423.

Activités

La petite fleur

After the teacher has presented the story a few times in order (on the overhead or by enlarging each part of the story and making flashcards), the students are ready for several activities.

1. Team work:

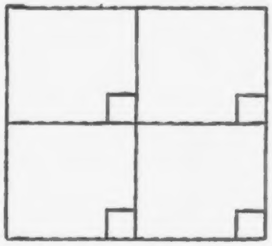
Materials needed:
- recipe cards
- several copies of the story
- envelopes

The teacher divides the class into groups of four. To each group she hands an envelope in which the four parts of the story are glued on four recipe cards. Each student picks a card and together the team reconstructs the story. As each student's turn comes up, he says his sentence. The teacher circulates and hears each team's rendition of the story.

2. Listening comprehension:

Materials needed: several copies of page 422 "La petite fleur" modified.

On each part of the story, make a small box in the lower right hand corner, e.g.



The teacher says the sentences which correspond with each part of the story in random order, e.g. Numéro 1, "Oh, le méchant vent du nord." The students put the number in the correct box.

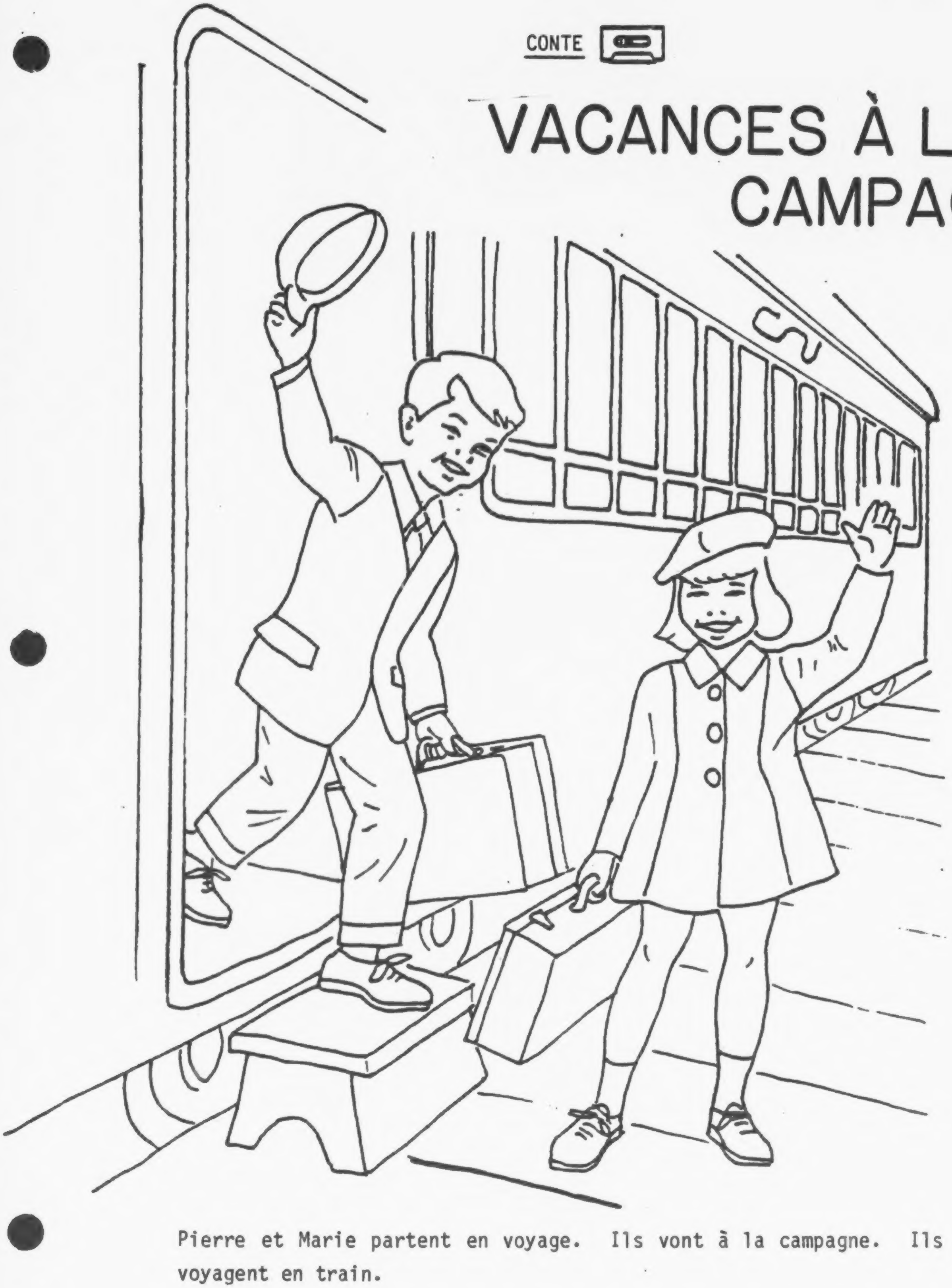
3. Listening comprehension:

Materials needed: 1 set of each part of the story enlarged to make flachcards

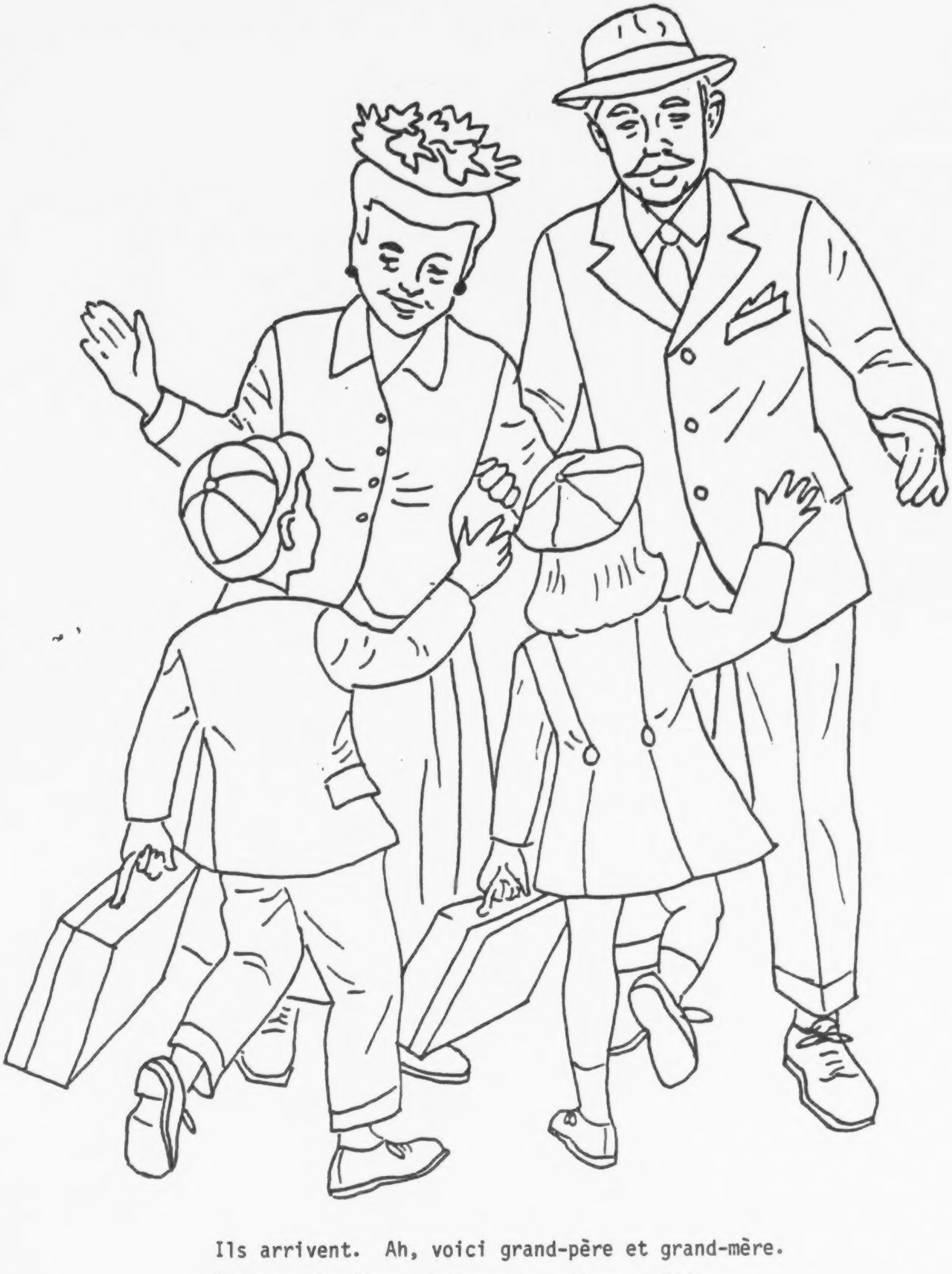
On the blackboard ledge (or tacked onto a bulletin board, etc.), place the four parts of the story in random order. Above each picture the teacher writes one letter of the alphabet, e.g. a, b, c, d. In their scribblers or on a small piece of paper, the students write the numbers 1, 2, 3, 4 vertically. As the teacher calls out one of the four sentences in random order, e.g. "Numéro 1, Mmm, la belle pluie fraîche", the students write the correct letter (a or b or c or d) beside the number 1 on his sheet.

CONTE

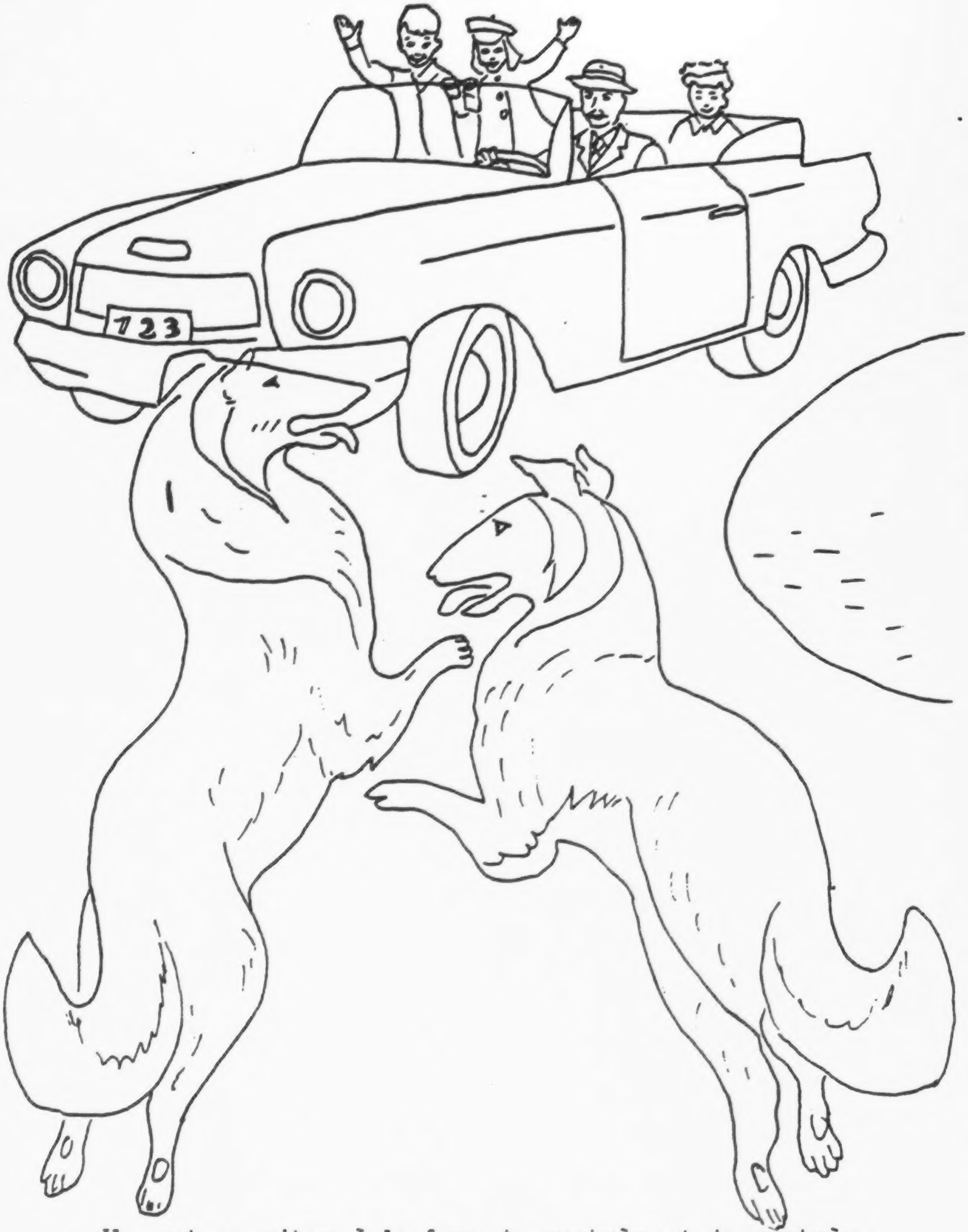
VACANCES À LA CAMPAGNE



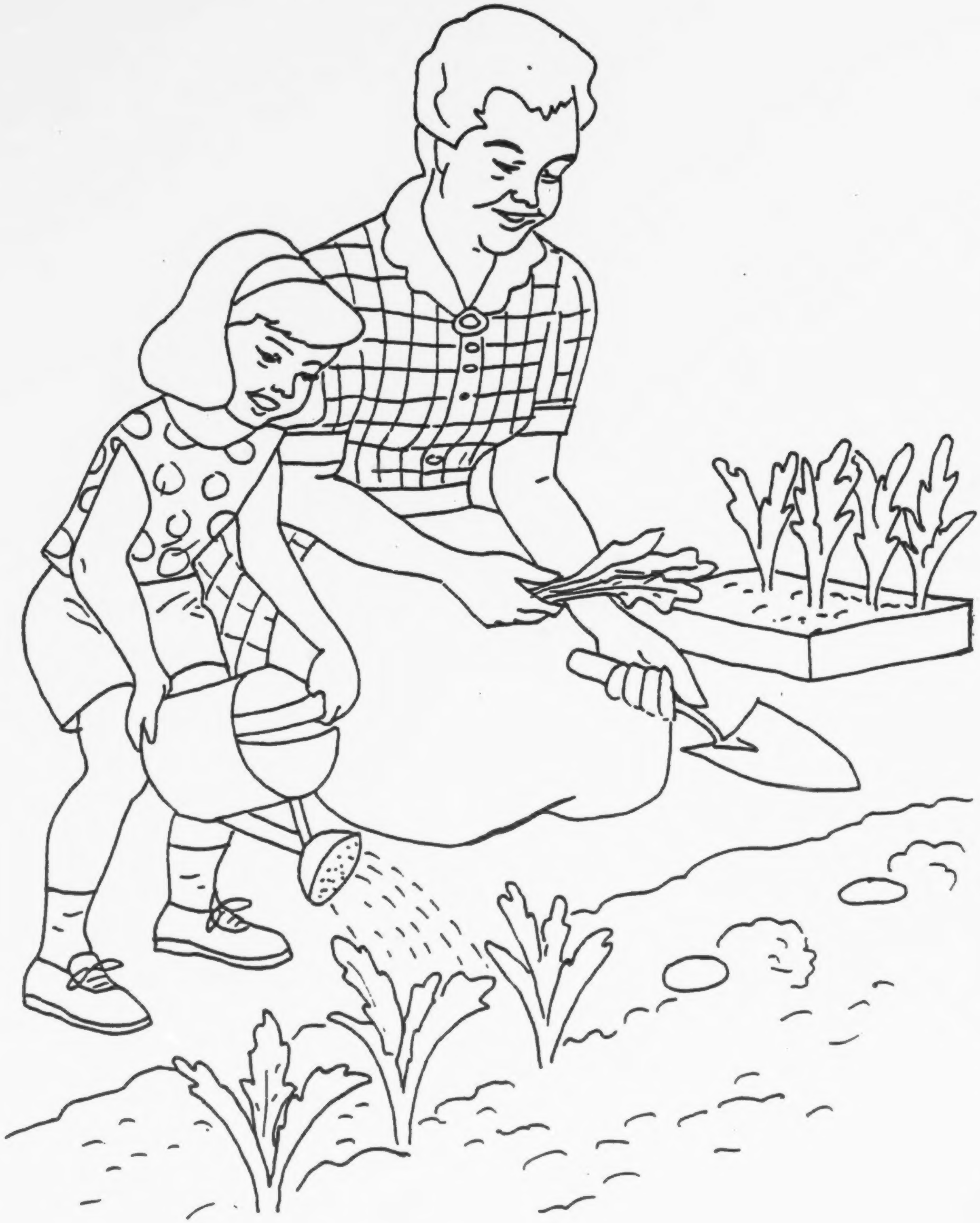
Pierre et Marie partent en voyage. Ils vont à la campagne. Ils voyagent en train.



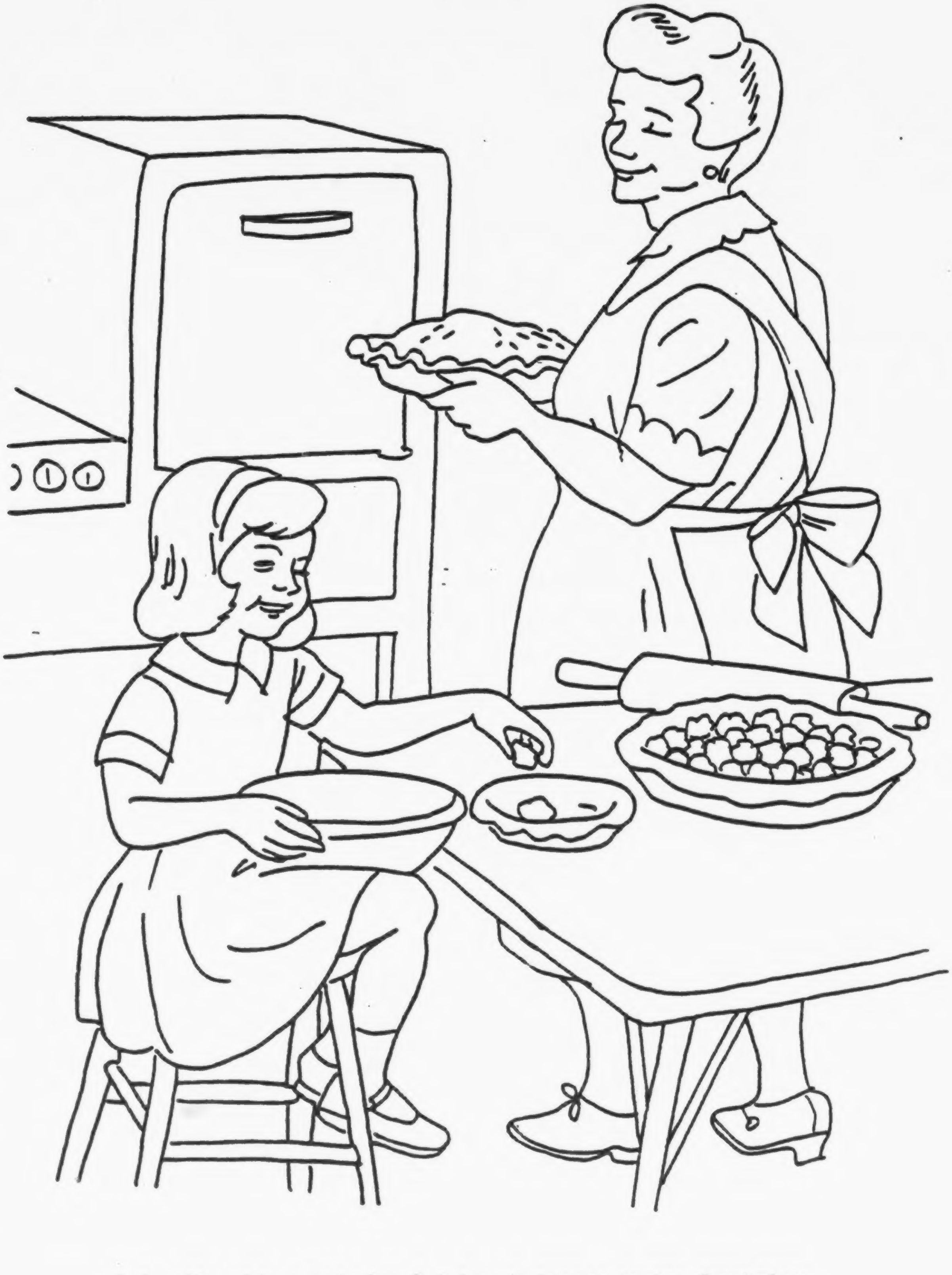
Ils arrivent. Ah, voici grand-père et grand-mère.
Bonjour, bonjour. Bienvenues, chers enfants.



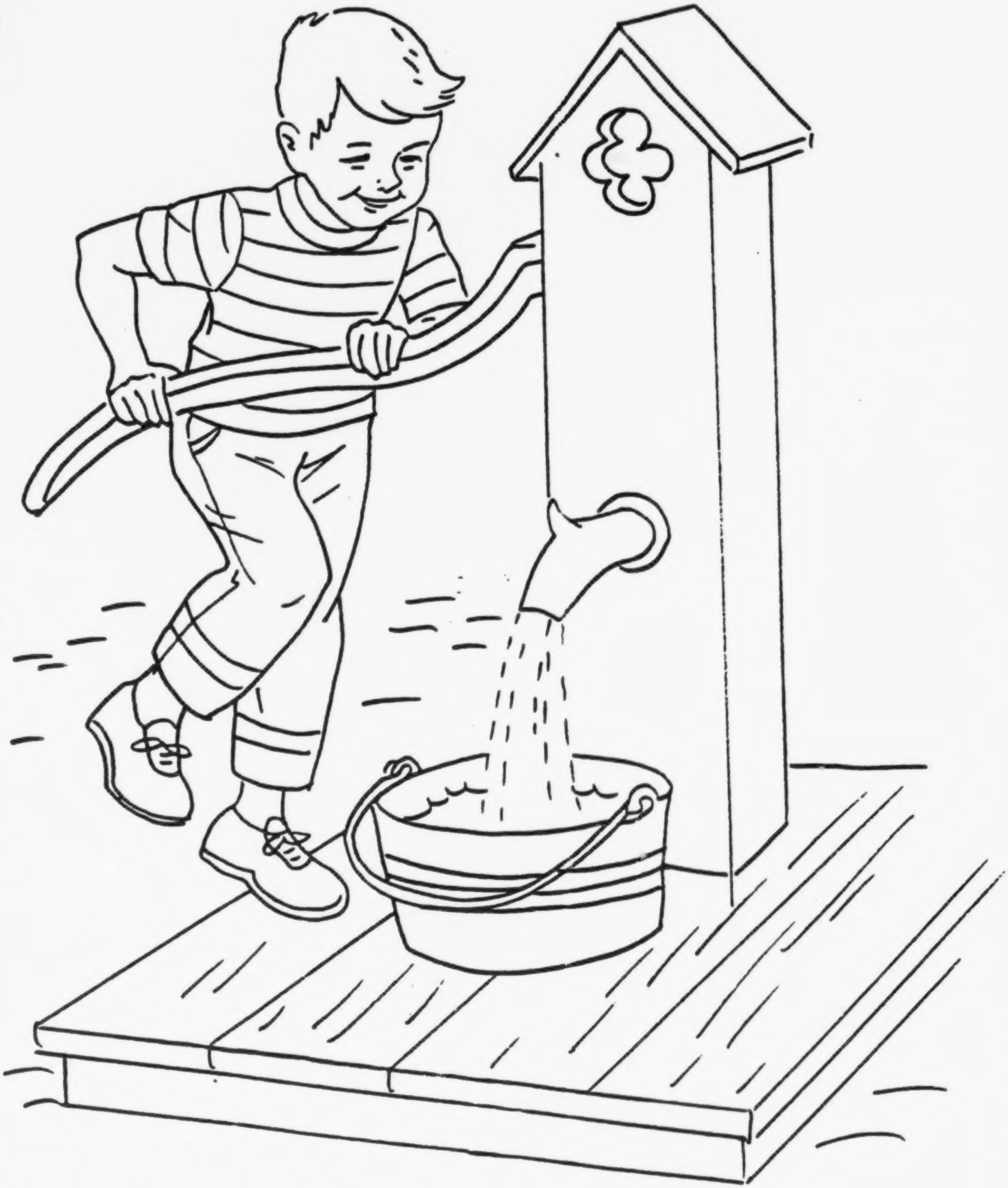
Ils vont en voiture à la ferme de grand-père et de grand-mère. Ping et Pong, les deux chiens de la ferme, sont heureux de voir leurs amis, Pierre et Marie. Pierre et Marie aiment beaucoup aller à la campagne.



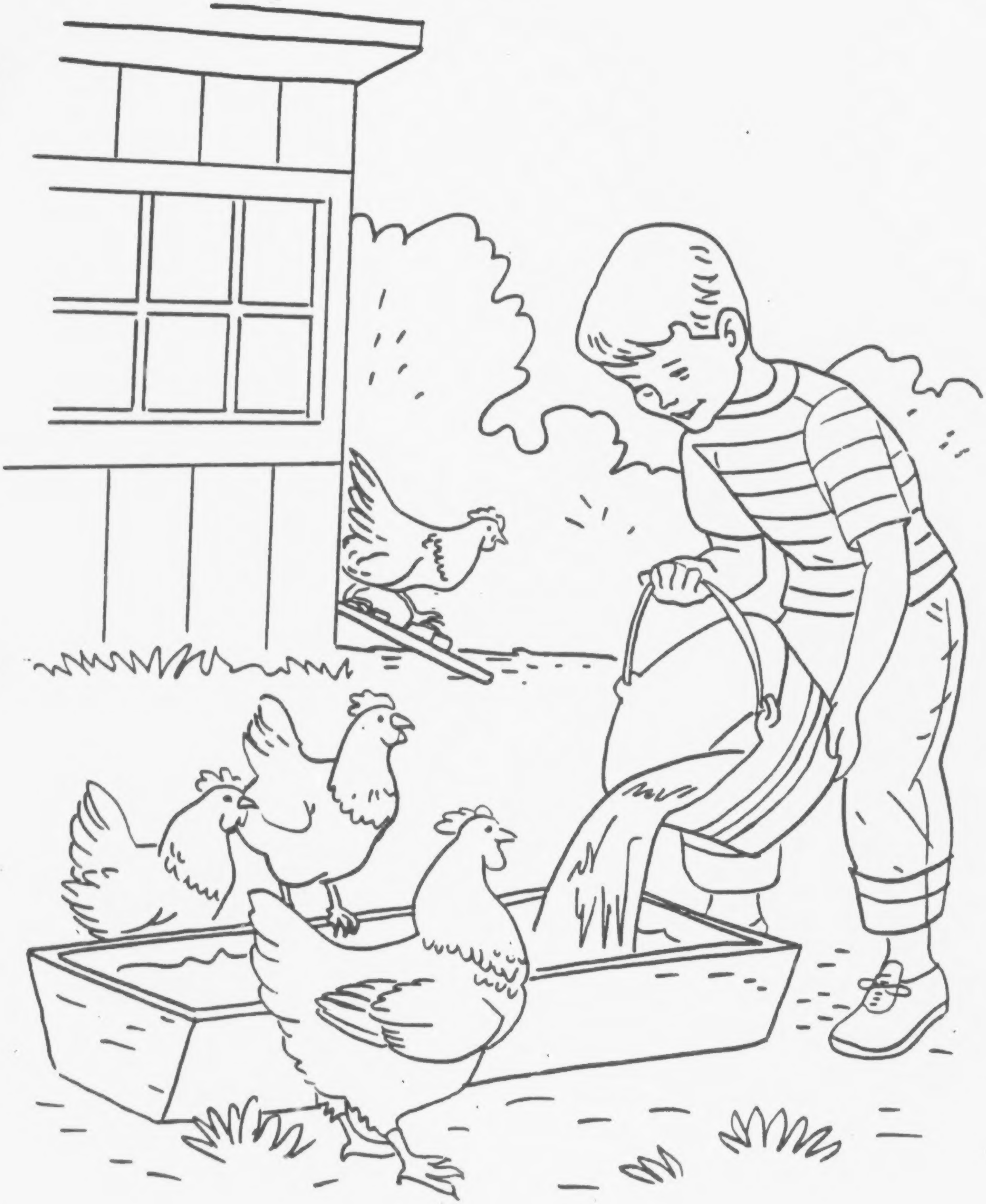
Marie aide grand-mère dans le jardin. Elle arrose les plantes.



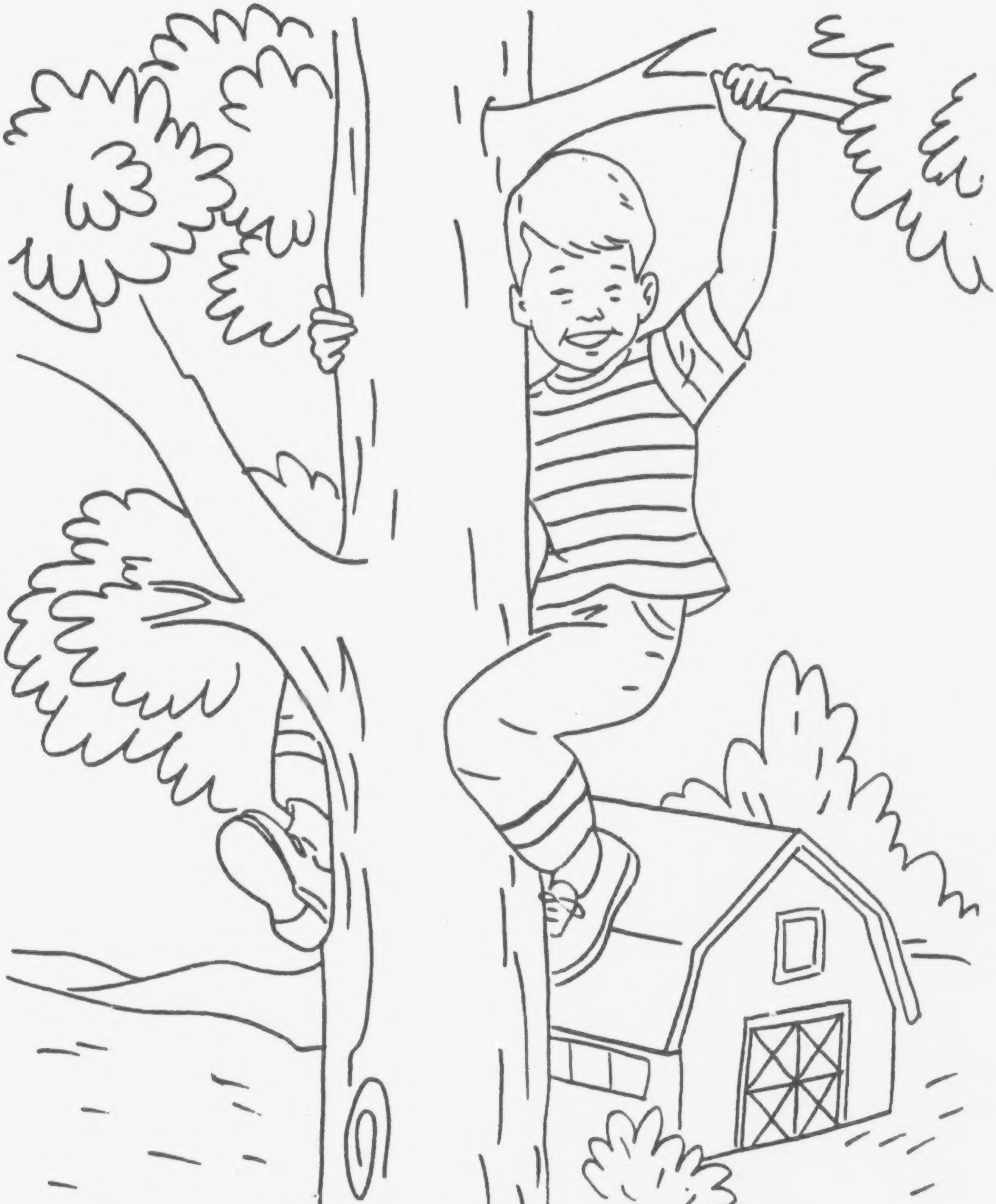
Puis elle aide grand-mère à faire de bonnes tartes framboises.



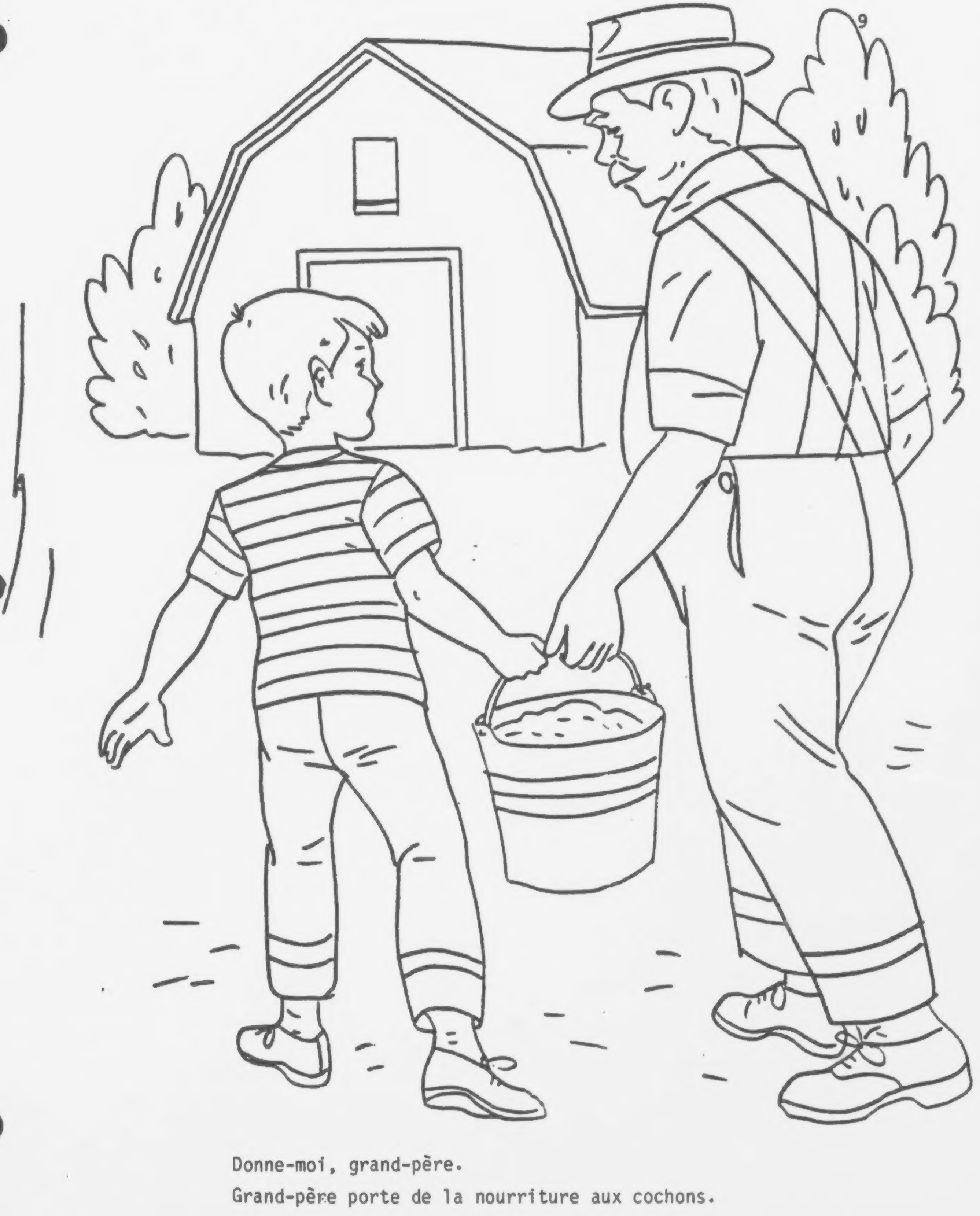
Et Pierre, où est-il? Pierre va chercher de l'eau à la pompe.



Il verse l'eau pour les poules. Pierre adore la campagne!

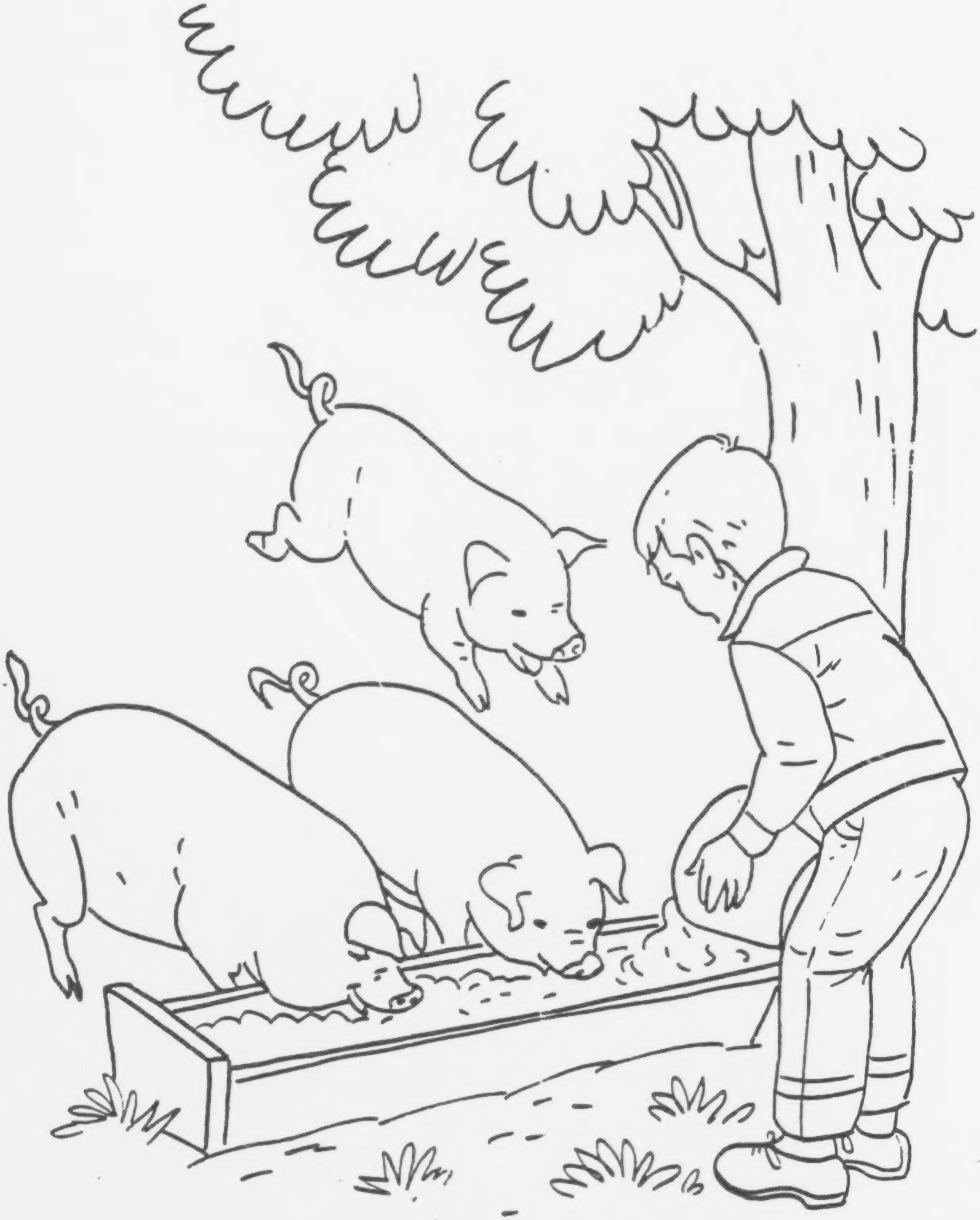


Pierre peut grimper aux arbres et il voit partout.
Ah, voilà grand-père. Où va-t-il?

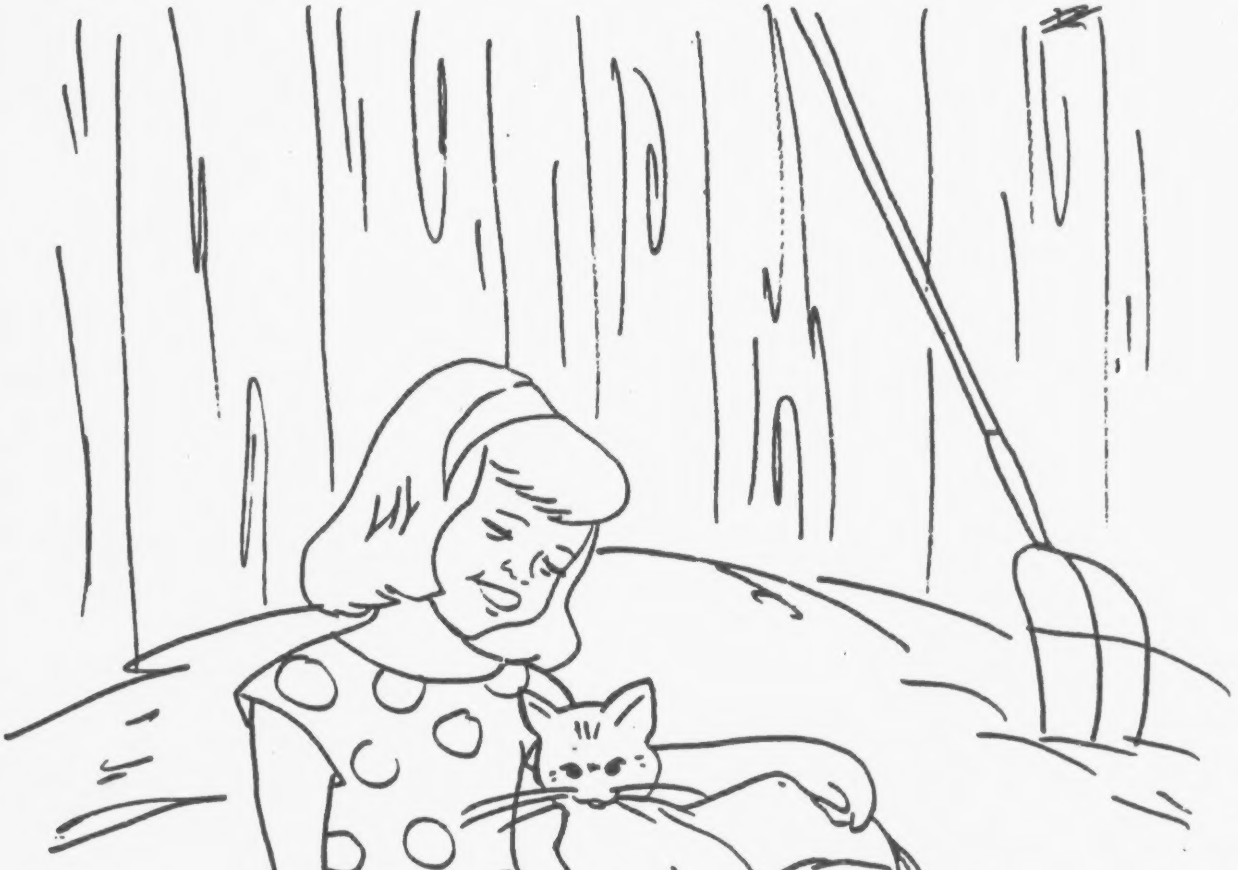


Donne-moi, grand-père.

Grand-père porte de la nourriture aux cochons.

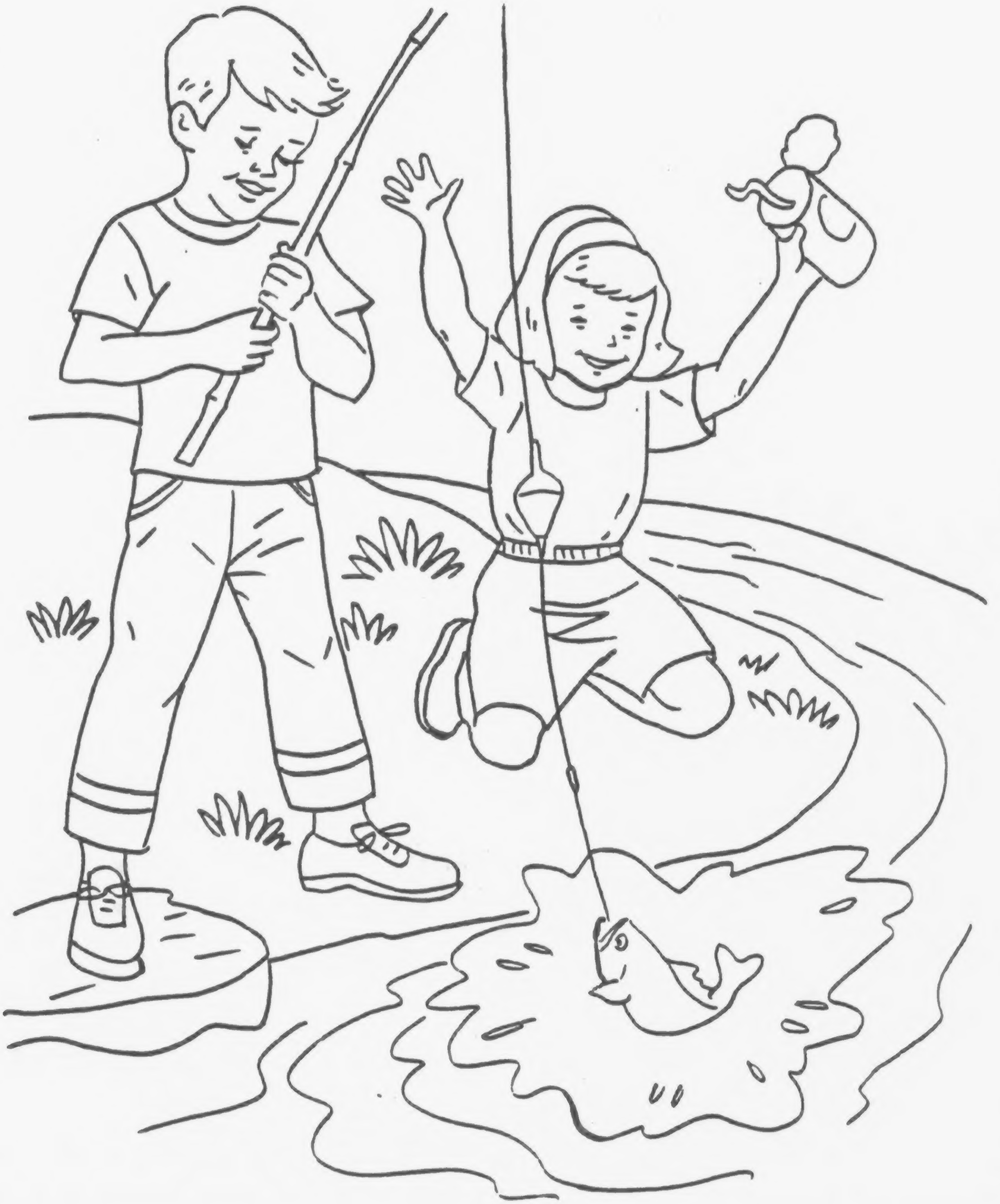


Pierre donne la nourriture aux trois beaux petits cochons roses.



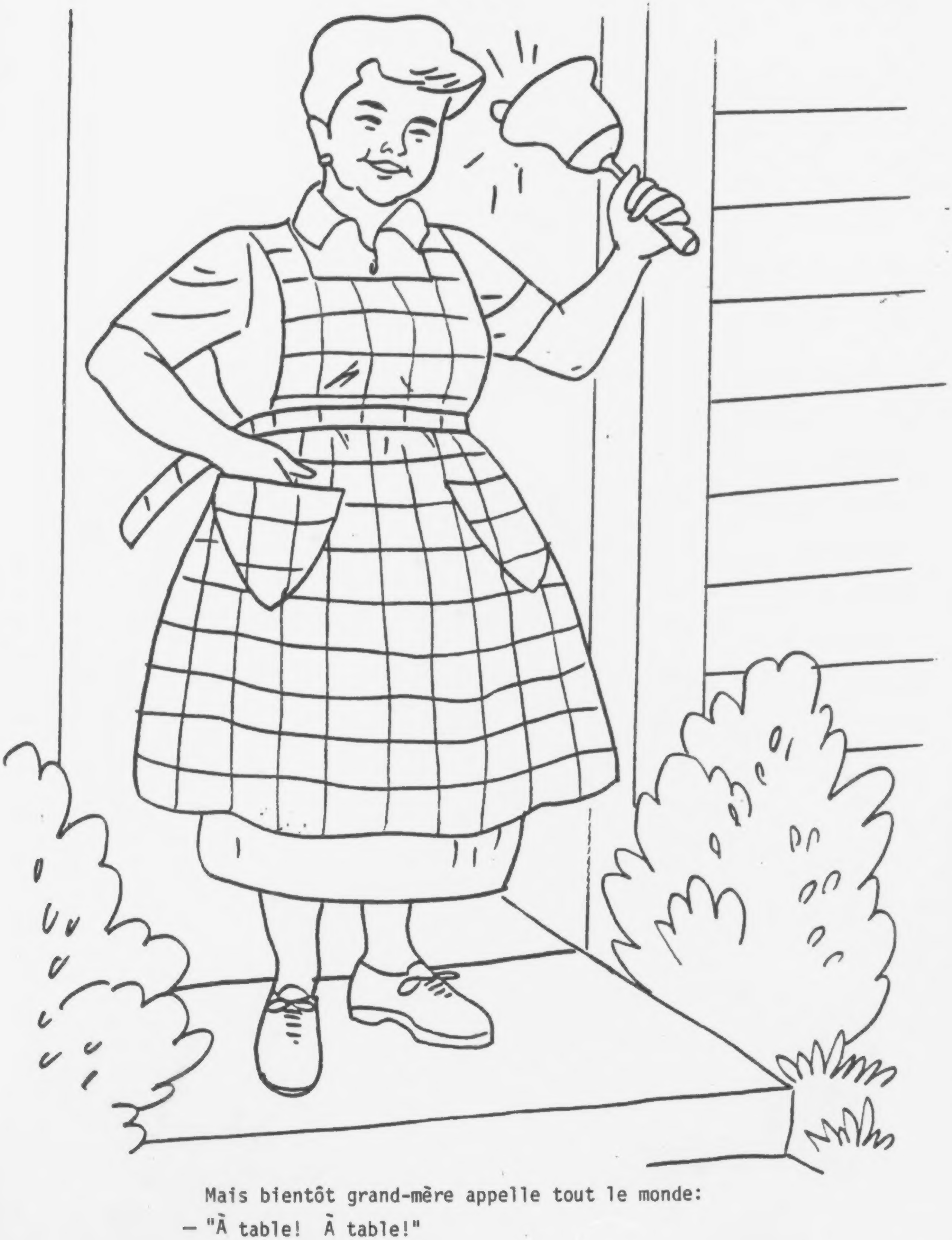
Oũ est Marie? Elle est dans la grange. Elle joue avec trois petits chats.

— "Viens, Marie. Viens avec moi," dit Pierre.

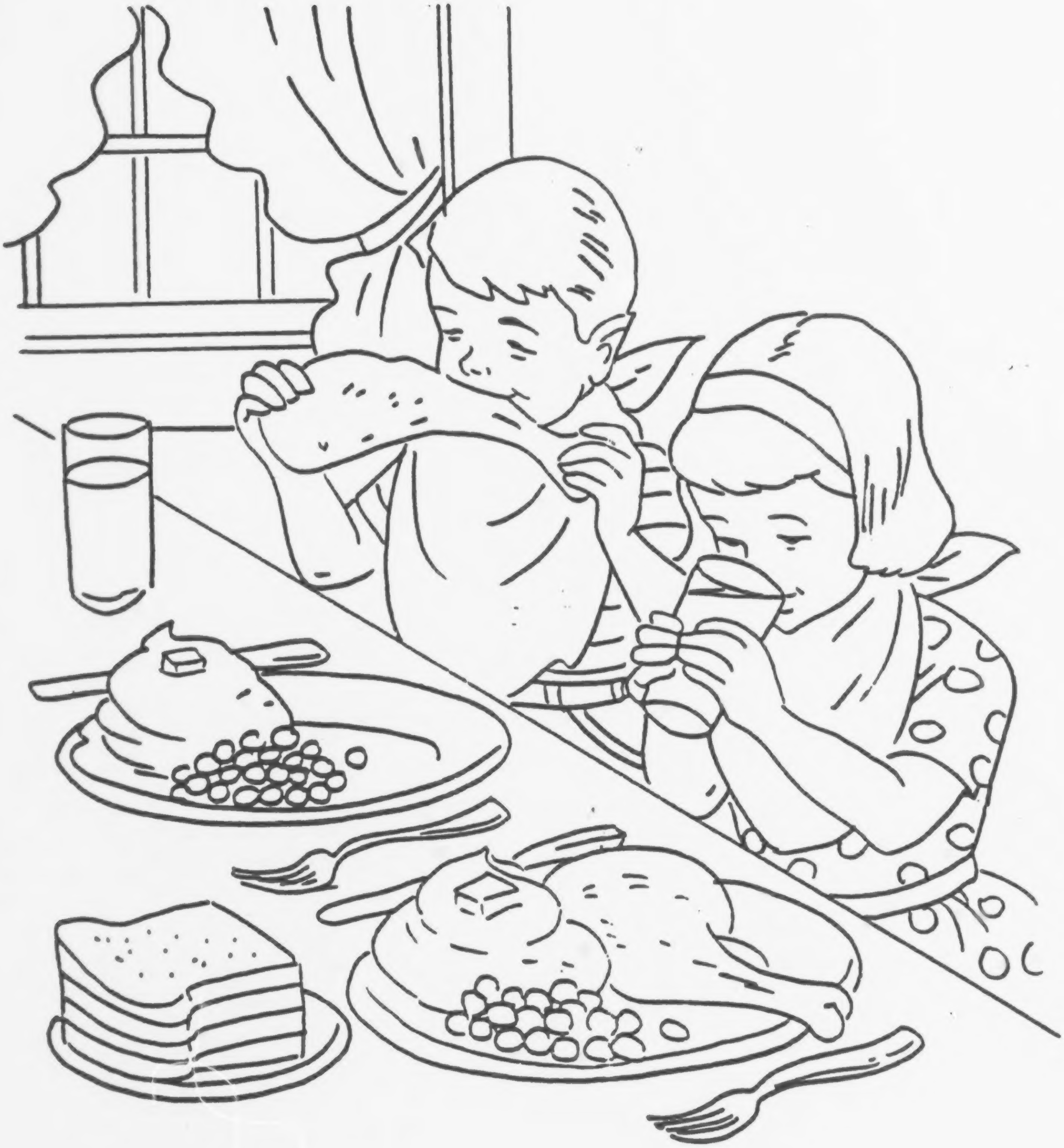


Pierre et Marie vont à la pêche.

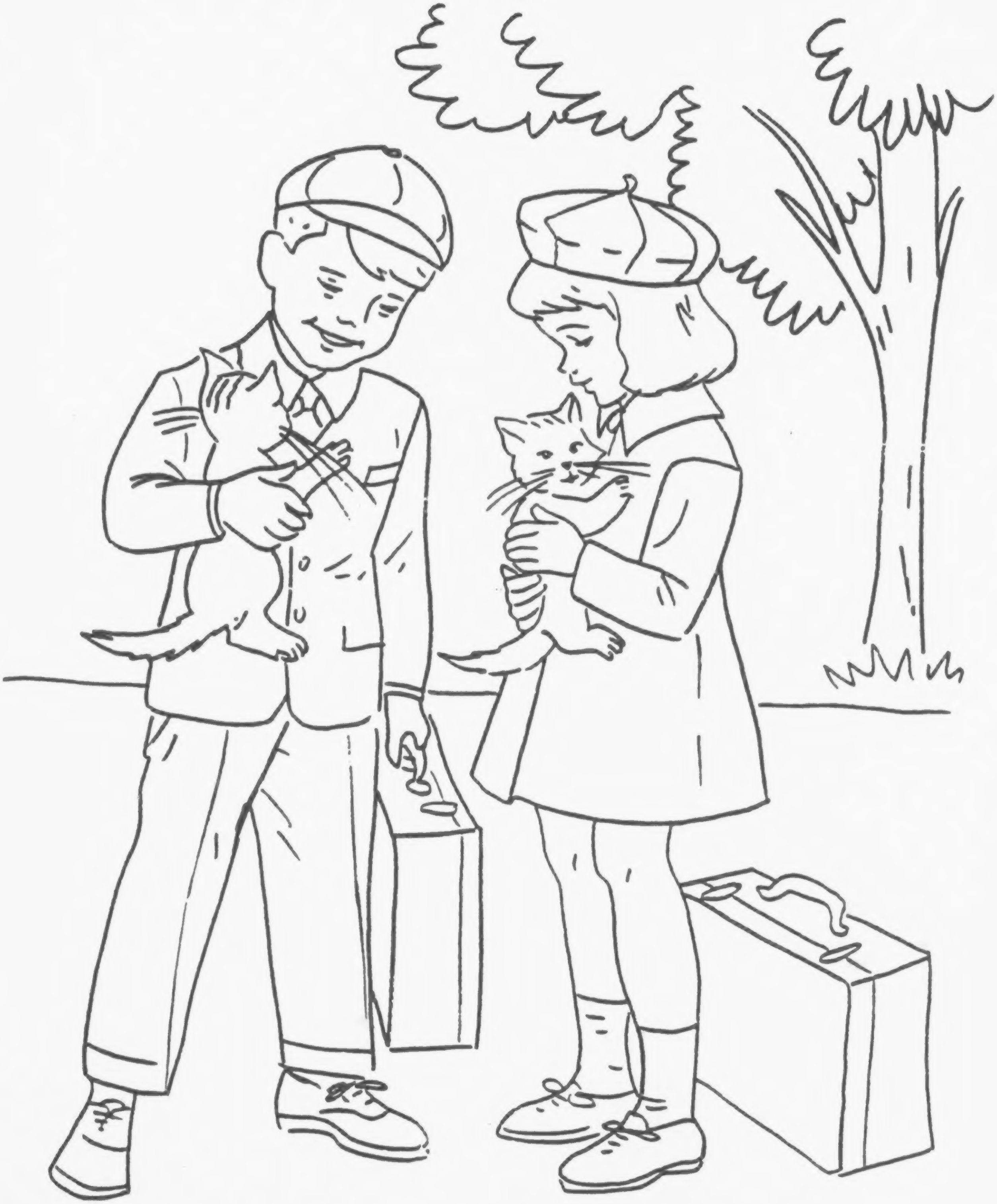
- Bravo, un poisson.



Mais bientôt grand-mère appelle tout le monde:
— "À table! À table!"



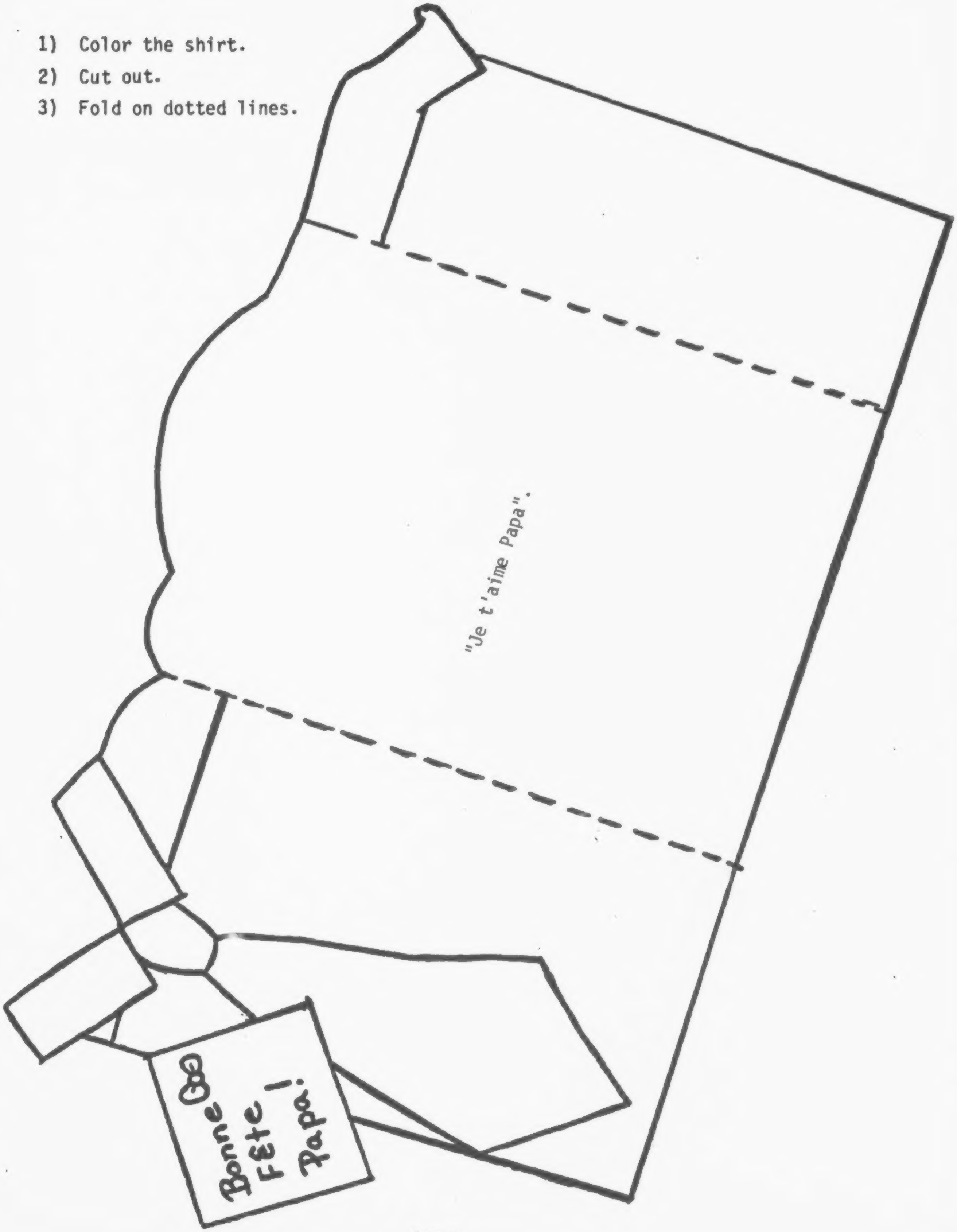
Pierre et Marie mangent de bon appétit.
Qu'est-ce qu'ils mangent?



Mais les vacances passent vite. Pierre et Marie retournent à la ville avec deux beaux cadeaux, deux petits chats. Quelles belles vacances!

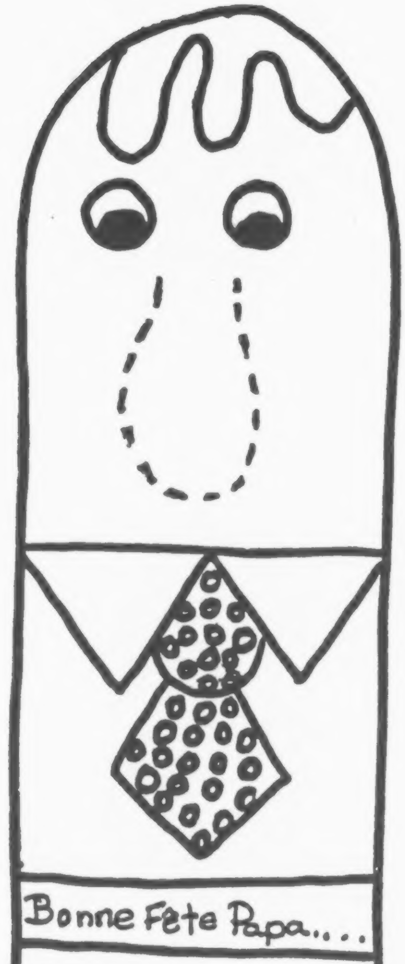
LA FÊTE DES PÈRES

1) Color the shirt.
2) Cut out.
3) Fold on dotted lines.

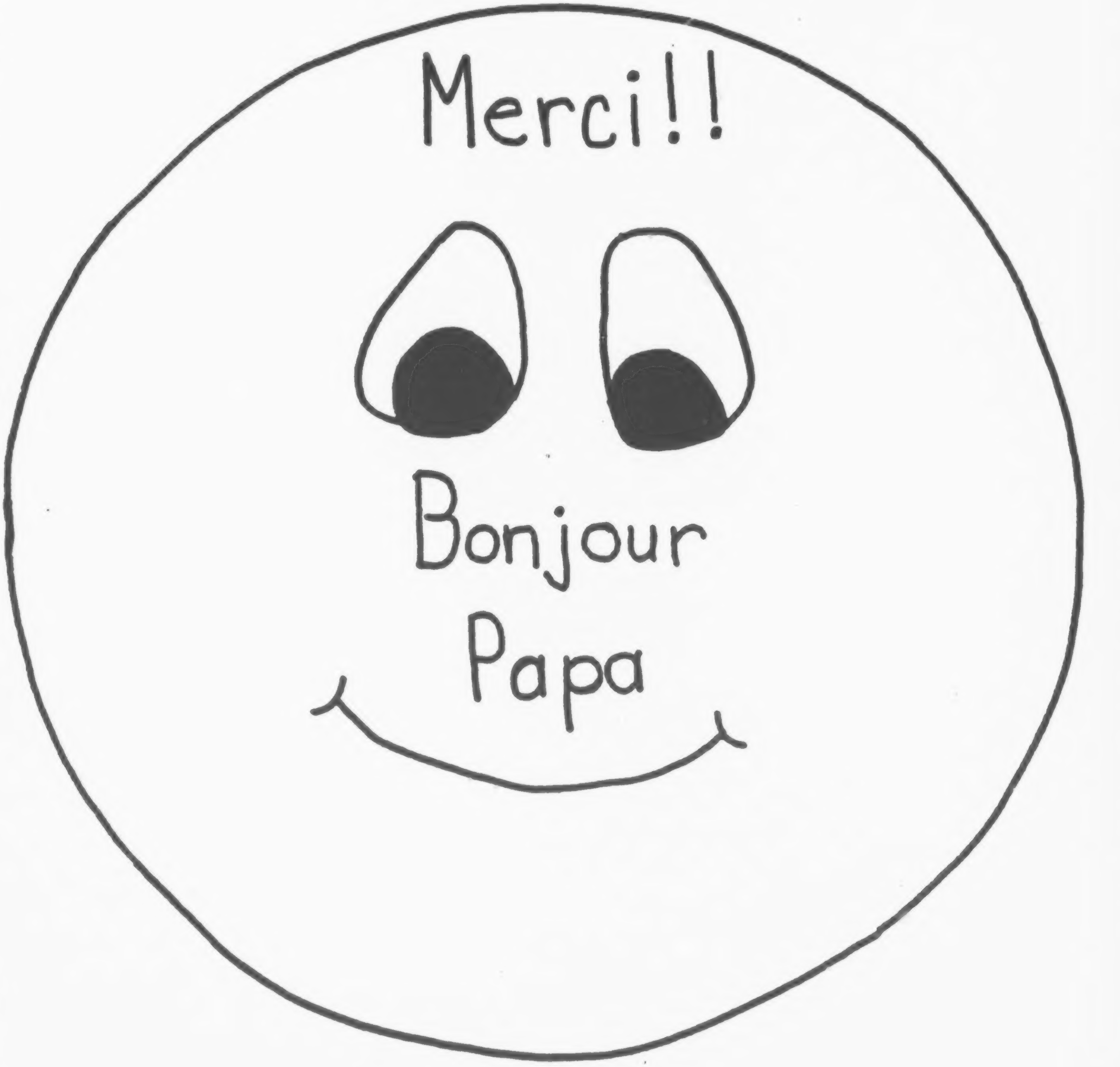

"Je t'aime Papa".
Bonne Fête Papa!

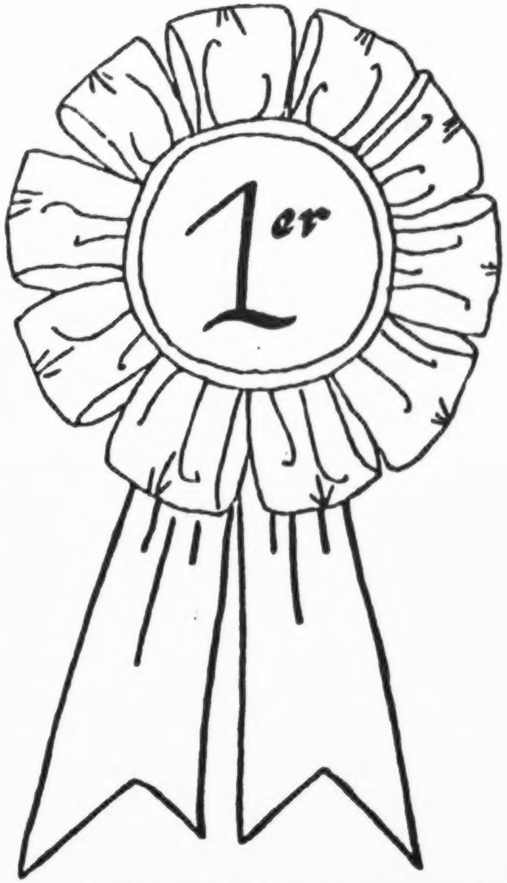
Cut on dotted line.

(BOOK-MARK)


Bonne Fête Papa....

Pour la fête des pères


Merci!!
Bonjour
Papa



Pour Papa !

Tu es
numéro 1.

♡

Tout mon amour
de

____

479

480